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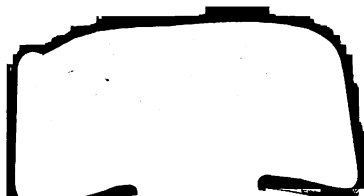
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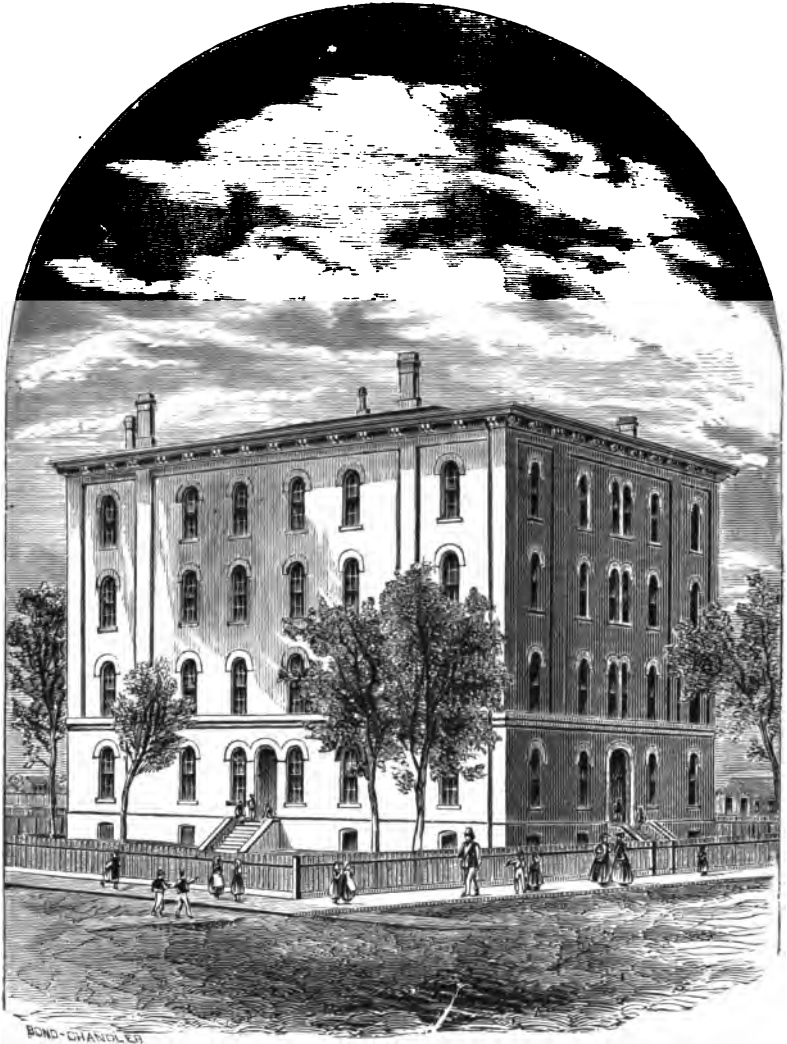
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WELLS SCHOOL,
Reuben & Cornelia Streets.

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DEPARTMENT OF PUBLIC INSTRUCTION,

CITY OF CHICAGO.

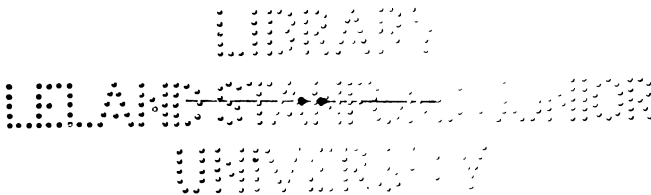
Thirteenth Annual Report

OF THE

BOARD OF EDUCATION,

FOR THE

YEAR ENDING AUGUST 31, 1867.



CHICAGO:

PRAIRIE FARMER COMPANY STEAM PRINT, 164 CLARK STREET.

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"LIKE the fresco-painter, the Teacher lays colors on the wet plaster, which ever fade away, and which he must ever renew until they remain and brightly shine."

BOARD OF EDUCATION.

OFFICE, No. 76 LaSalle Street.

GEORGE C. CLARKE,
President.

SAMUEL A. BRIGGS,
Vice President.

	WARDS.	TIME EXPIRES.
JOHN H. FOSTER, - 76 La Salle Street, (Room 1,)	XIII.	1868
W. H. RYDER, - - 267 Wabash Avenue,	I.	1868
L. BRENTANO, . - 312 N. LaSalle Street,	XV.	1868
GEORGE C. CLARKE, Chamber of Commerce, (Room 15,)	III.	1868
DAVID WALSH, - Cor. Jefferson and Liberty Streets,	VI.	1869
EMIL DREIER, - - 137 Milwaukee Avenue,	XII.	1869
A. W. TINKHAM, - Board Pub. Works, 17 Wells St. (Room 6,)	XIV.	1869
J. F. BALLANTYNE, - 93 Washington Street, (Republican office,)	VII.	1869
JOSEPH F. BONFIELD, Portland Block, (Room 16,)	V.	1870
L. L. BOND, - - - Reynolds Block, (Room 38,)	XI.	1870
E. F. RUNYAN, - Metropolitan Block, (Room 12,)	IX.	1870
SAMUEL A. BRIGGS, Fourth National Bank,	IV.	1870
M. W. LEAVITT, - 427 State Street,	II.	1871
R. M. GUILFORD, - 16 South Water Street,	VIII.	1871
T. M. AVERY, - - Cor. Canal and West Water Streets,	X.	1871
F. A. EASTMAN, - - 239 Erie Street,	XVI.	1871

J. L. PICKARD, - - *Superintendent of Public Schools.*

OFFICE HOURS:— From February to November, 5 to 6 P. M.
From November to February, 4 to 5 P. M.

SHEPHERD JOHNSTON, - - *Clerk of Board of Education.*

JAMES WARD, - - - *Building and Supply Agent.*

GEORGE L. LORD, - - - - - *Messenger.*

STANDING COMMITTEES.

BUILDINGS AND GROUNDS — BRENTANO, BRIGGS AND RUNYAN.
 AUDITING AND FINANCE — BALLANTYNE, BOND AND TINKHAM.
 TEXT BOOKS AND COURSE OF INSTRUCTION — BONFIELD, GUILFORD AND BOND.
 RULES AND REGULATIONS — GUILFORD, FOSTER AND AVERY.
 APPARATUS AND FURNITURE — BRIGGS, BONFIELD AND GUILFORD.
 EXAMINATION OF TEACHERS — LEAVITT, RYDER, EASTMAN AND THE SUPERINTENDENT.
 APPOINTMENT OF TEACHERS — THE PRESIDENT, LEAVITT AND FOSTER.
 JANITORS AND SUPPLIES — BRENTANO, BALLANTYNE AND WALSH.
 MEDALS AND REWARDS — FOSTER, RYDER AND AVERY.
 GERMAN — DREIER, BRENTANO AND EASTMAN.
 SALARIES — RUNYAN, WALSH AND BALLANTYNE.
 PUBLICATION — TINKHAM, BRIGGS AND BONFIELD.
 EVENING SCHOOLS — LEAVITT, RUNYAN, TINKHAM, BRIGGS AND GUILFORD.
 MUSIC — BOND, AVERY AND WALSH.
 HIGH SCHOOL — RYDER, EASTMAN AND DREIER.

COMMITTEES ON DISTRICT AND PRIMARY SCHOOLS.

DEARBORN SCHOOL	BRENTANO.	WELLS SCHOOL	RUNYAN.
JONES "	RYDER.	SKINNER "	GUILFORD.
SCAMMON "	BALLANTYNE.	HAVEN "	BRIGGS.
KINZIE "	DREIER.	COTT. GROVE "	LEAVITT.
FRANKLIN "	EASTMAN.	BRIDGEPORT "	BONFIELD.
WASHINGTON "	AVERY.	HOLSTEIN "	FOSTER.
MOSELEY "	BONFIELD.	WALSH ST. "	WALSH.
BROWN "	BOND.	PEARSON ST. PRIMARY SCHOOL	BRIGGS.
FOSTER "	LEAVITT.	ELIZABETH ST. " " "	BALLANTYNE
ODDEN "	TINKHAM.	ROLLING MILL " " "	RUNYAN.
NEWBERRY "	FOSTER.		

CITY OF CHICAGO.

AT a meeting of the Board of Education, held
July 30, 1867, it was

Ordered, — That the Committee on Publication
print five thousand copies of the Thirteenth Annual
Report and Rules of the Board, for distribution.

S. JOHNSTON, *Clerk*.

REPORT
OF THE
PRESIDENT OF THE BOARD.

REPORT.

A CAREFUL comparison of our schools with those of other cities, can but occasion considerable, and, surely, a pardonable satisfaction.

One is surprised to see how much has been accomplished in the forty years that have passed since Chicago was a mere trading post, and how plainly in the front line of progress, in all that pertains to public instruction, the city stands to-day. Ideas that other cities are just experimenting upon, with us are established facts; improvements that older organizations hesitate to adopt are already incorporated into our school system. And this, perhaps, is due to our youth, just as, because of their age, older cities have deep-seated evils that require years to eradicate.

Among the elements of improvement possessed by us, one of chief importance is the Graded Course of Study, adopted in 1861, upon the suggestion, and under the direction of W. H. Wells, Esq., while Superintendent, which has been in successful opera-

tion since that time. This course has been the chief model on which many similar courses in other cities have been constructed, and it is now almost daily consulted for ideas, in the establishment of similar plans in cities of far maturer age than Chicago.

Our city Normal School has been in successful operation for ten years, and the most satisfactory evidence of its efficiency is found in the fact that the best teachers employed by the Board are graduates of this school. Out of three hundred female teachers now in our schools, nearly one-half received their training here, and our only regret is, that the number is not greater.

The Training Department, inaugurated some two years ago, has been steadily growing in excellence and value since that time, and is now an indispensable part of our Normal School.

In close connection with this is our monthly Teachers' Institute, established in 1857, and continued regularly since then. Yet while such an Institute is generally conceded to be a necessity in any comprehensive school organization, in one or two of the largest cities the obstacles offered to the inauguration of it have not yet been fully overcome.

In the matter of school structures, we have at last, after repeated trials, secured a plan that is rapidly being copied in other cities, as the best *general* arrangement of school accommodations in use.

Evening schools have become thoroughly a part of our system, and, though we do not claim to have

originated them, we were among the first to adopt and introduce them.

In one other particular the schools of Chicago are conspicuous, and that is in the salaries paid to teachers; although not what they should be, they are higher, on an average, than in any other city of the United States, with, perhaps, two exceptions.

Yet, while in these matters that I have enumerated, we have cause for congratulation, there are still many defects that must be remedied before our system approaches completeness, and I feel as ready to acknowledge these, as to claim credit for merits.

I have alluded to our school structures as being extensively copied in their general arrangement by other cities; yet there are serious defects in the plans in use.

VENTILATION.

But little attention has so far been paid to ventilation, and the complaint so loudly made in other communities, of foul air in school-rooms, is equally to be charged against ours.

It seems to be rather generally conceded that in buildings designed for the use of a large number of persons, no natural means will give adequate ventilation and in the large public buildings of this and foreign countries, such as hospitals, asylums, legislative halls, &c., a system of mechanical ventilation has been introduced with marked success.

If this is required in a hospital or public hall, how

much more in our schools, where, for five or six hours each day, our children are compelled to sit in closely packed rooms.*

HALLS.

Again, it seems desirable that there should be large assembly rooms in each building, in which all the pupils and all the teachers can gather at least once each day. By our present plan, combining in one building both the Primary and the Grammar Divisions, two such halls would be required; but if the school houses are ever built on a smaller scale, and with one Department — Grammar or Primary in each — one hall would be sufficient.

This system is carried out in New York city, to the great good of their schools, and no feature in their school arrangements is more generally admired.

SEPARATE PRIMARY SCHOOLS.

In my own opinion, the plan of combining the Grammar and Primary Departments in one building, will, before many years, be abandoned. There are serious objections to it. It requires too large structures. The general sentiment of well-informed school men, in other cities, is against large buildings and the collection of a great number of pupils in one school. Our new structures are arranged to accom-

* Since the above was written, the Board has authorized the introduction of artificial ventilation into three of the new school buildings, the plan being to heat by means of coils of steam pipe in the basement. Over these heated pipes a strong current of air is forced, by means of a fan, and this pure heated air is carried thence to the various rooms of the building. In summer, the fan will force cold air into the rooms. ♣

moderate about one thousand pupils, and this is an improvement over our old structures, like the Skinner and Newberry, that have accommodations for thirteen hundred. But one thousand are too many; seven hundred or eight hundred are the most that should be gathered in one house, under one Principal.

Moreover, our new buildings are now, in all cases, four stories high, and this necessitates too much traveling up and down stairs—an injury to the children, and a source of danger in case of fire.

Then the system of having only one Primary School in a district, obliges many little children to walk long distances to reach it. It seems to me that in a given district, while there should be one central Grammar School that would be easily accessible to the older children from any part of the district, there should be two or three smaller Primary Schools scattered about so as to accommodate the little children without requiring the traversing of long distances.

These Primary Schools should be graded as our Primary Departments are now, and should be under the supervision of Female Principals.

The experiment of separate Primary Schools under Female Principals, has been tried in two instances in the city during the last two years, and with marked success. In all respects, the Elizabeth street and the Pearson street Primary Schools take rank with our best Grammar Schools.

These are, however, to a certain extent, indepen-

dent. But if the system was generally introduced, the several Primary Schools in a district, while under the direct supervision of a Female Principal, should be all under the charge of the Principal of the Grammar School of the district, who would act as Superintendent of these various schools.

SUB MASTERS IN GRAMMAR SCHOOLS.

To enable this to be done, it would be desirable to appoint a Sub Master in each Grammar School, who should discharge such duties in teaching as the Principal now performs; the Principal should give all his time to the business of superintendence, both of the various classes of his own school and of the different Primary Schools in his district. All these Principals and Schools would, of course, be under the direction of our general Superintendent. To make this successful, we must have Principals of high order of talent, possessed of large experience and good executive ability.

If the salaries that are paid now, will not secure such, we can well afford to pay an amount that will secure them.

TOO MANY PUPILS TO EACH TEACHER.

In this connection let me make one suggestion, rather for future than present use. Our school-rooms are all designed for sixty pupils; these are too many to be taught well by one teacher. The number of pupils allotted to each teacher, in our city, is larger than in any other city in the United States; and in

other places, whatever changes are being made now are made in the direction of smaller rooms. Forty pupils are all that can well be taught by one person. Of course, in the present and past crowded state of our schools, we have been obliged to put sixty, seventy and even eighty pupils into one room, or else turn many away altogether. But as our accommodations become enlarged, it would be well to consider this matter with reference to the structures to be built hereafter.

NEW SCHOOL BUILDINGS.

The report of the Committee on Buildings and Grounds, to be found in another place, gives a complete exhibit of what had been done in this most important department of the operations of the Board up to May 1, 1867.

There are now in process of erection in this city, four new school buildings, located and named as follows :

One on Harrison street near Halsted, called the "Dore School," in honor of John C. Dore, Esq., the first city Superintendent of Schools, and for some time a member of this Board. This building is nearly completed, and will probably be ready for occupancy some time in the month of November ; the second, at Bridgeport, called the "Holden School," in honor of C. N. Holden, Esq., for some years a member, and for two terms President of the Board ; the third, on the corner of Center Avenue and Second street, called the

"Carpenter School," in honor of Philo Carpenter, Esq., one of the oldest residents of the city, and for ten years a member of the Board.

The two last named were commenced at the same time, but work on the Holden School building is being pushed much more rapidly than on the other, so that this will probably be finished as early as December, and the Carpenter School building about a month later. The fourth is on Leavitt street, between Walnut and Fulton, and is to be called the "Hayes School," in honor of S. S. Hayes, Esq., at one time City Comptroller and *ex-officio* School Agent, and for a number of years a member of this Board. The contract calls for its completion in March, 1868.

These buildings are all after one general pattern, though with some minor points of difference. Each is four stories high, with four rooms on each story, except in the upper, in which there are two class rooms and an assembly hall.

The size of each building is 68 x 86, and the size of the lots about 200 feet square. The cost of the lots varies considerably, according to location; but that of the buildings will vary but little from \$60,000 for each, including furniture and heating apparatus.

THE HIGH SCHOOL.

Our High School building is already too small for our needs. We shall have, at the commencement of next term, nearly five hundred pupils, while the building was only designed for three hundred and

sixty. To receive this large number, we have been compelled to convert the library into a school room, and also to remove one class into the assembly hall. This will prevent the daily gathering of pupils for morning devotional exercises, as not more than two-thirds of all the pupils can be accommodated in the hall. This is greatly to be regretted, for in a school of this character, all of the pupils and teachers should be assembled at least once in each day. Next year, if we admit as many as this year (and we would naturally admit more) and the usual number graduate, or leave before graduation, there will probably be over six hundred pupils in the building.

Moreover, this hall, which has been used for the monthly Teachers' Institute, will no longer accommodate it, and we shall be obliged to give up the general gathering of the teachers, and content ourselves with class exercises of the different grades in separate rooms.

NEED OF A NEW HIGH SCHOOL.

A new building is urgently needed, and when built, should be placed in some position more central to the three Divisions of the city. The present location accommodates the pupils from the West Division very well, but is inconveniently placed for pupils from the North and South Divisions; the latter are now compelled to take two different lines of street cars to reach the school, and to cross the river at two points.

This, of course, is attended with great inconvenience, to say nothing of danger.

ITS LOCATION.

When a new High School building shall be erected, it should be placed at some central point where the three main lines of street cars from the North, South and West Divisions meet; then the three Divisions would be equally well accommodated. Such a location is the site on which the present Dearborn School building now stands. The lot is large enough; it is in as quiet a neighborhood as any lot we shall be likely to find, as there are few business fronts on either side of the block in which it stands; and it is about the converging point of the railroad lines of the West, North and South Divisions.

A still better location, if it could be obtained, would be Dearborn Park. That enclosure is now of little earthly use to any one. A few small boys or a stray cow are the only enjoyers of its barren grounds; and as the private dwellings about it are gradually being driven out by business blocks, it will no longer be claimed as a valuable accompaniment to residence property.

It is too small to be of value as a park, and the best use to which it could be placed, would be to erect in the centre of it a handsome High School building. The grounds about the building could be tastefully laid out, and then this park, which has thus far been rather a nuisance to the city, would become its chief ornament.

Permission must be obtained from Congress, I presume, as well as from the city; but there would probably be little objection made to the granting of such permission.

A CITY COLLEGE.

When such a building is erected, it will be time to take up the extension of the High School course, that was so cordially recommended in the last annual report of the Superintendent and of the Chairman of the Committee on the High School. Acting upon those suggestions, the Board has already obtained from the Legislature, all the necessary authority for enlarging the sphere of our High School, to make it equal to a first-rate college. The demand for such extension presses upon us daily; and the sooner the plan is carried out, the sooner will our system of public instruction be rendered complete, furnishing to the children of this city *free* academic or collegiate instruction, as well as grammar, or primary training.

SCIENTIFIC DEPARTMENT.

One Department of Instruction should receive especial attention from our Board, and from intelligent citizens, that is, the Department of Arts and Sciences. This Board petitioned the last Legislature to establish in Chicago, the Polytechnic Branch of the State Agricultural College; but the request was not complied with. The matter, however, was left somewhat in the power of the trustees, who have made an effort to secure the location of the Polytechnic Branch in this city.

To secure it, requires liberal donations of land and money; but the city and county have decided that they have no power to make such appropriations, and unless the contributions are made by private citizens, it is probable that the school will not be located here.

In case it should not be, it seems reasonable that the Board should establish such a Department in connection with their High School. It might commence on a very modest foundation, but with a small beginning it would undoubtedly grow, in the course of years, to be a most valuable part of our city institutions. Those who have aptitude for mechanics, engineering, or the arts, and who desire to prosecute studies in these branches, are often those who cannot afford to go to other cities and to private institutions for such training. It should be given free to them at home; and in no way could we contribute to the material growth of Chicago so much, as to train up classes of mechanics, engineers, architects and artists from our own children.

We should hope to see, as a result, the manufacturing interests of this city become as important as its commercial interests are.

EVENING SCHOOLS.

The practical advantage of evening schools is no longer a question with us. They were established here six years ago, and have been, for about three months during each winter, in continuous operation.

While objections have been urged against them

in other cities, particularly because they seem to offer inducements to put children into work or trade too early, inasmuch as these children can obtain some education in the evening schools, yet if the system is guarded by careful restrictions, this objection can be obviated; while the good that is yearly accomplished, even by the three months instruction, to the laboring men and women, hungry for education, but with no other means for gaining it, is incalculable.

EVENING HIGH SCHOOL.

There is a class of more intelligent mechanics and laboring people who would be glad to pursue their studies through higher branches than are now taught in these schools, particularly in the practical studies pertaining to mechanical labor, mathematics, natural philosophy and engineering, with instructions in mechanical drawing. For these it might be well to organize an Evening High School, with competent instructors to conduct these studies.

GERMAN INSTRUCTION.

Instruction in German is now regularly given in five of our schools. The details are given fully in the able report of the Chairman of the Committee on German, to be found in another place. The plan has proved a far greater success than its friends anticipated. The ability to use the language conversationally (the most valuable way to learn it) is acquired by the young children in the schools, a very large number of whom are of American birth, with a facility that is fairly surprising.

It seems desirable, however, that there should be some more systematic arrangement of the instruction. An important step toward this has been accomplished in a recent decision of the Board that there shall be monthly Institutes of all the German teachers, under the direction of Mrs. Reed, the efficient teacher of German in the High School. But as the plan is extended, it may be found necessary to have a competent person to act as Superintendent of German Instruction, as is done very satisfactorily in the city of St. Louis.

SALARIES.

The salaries paid to our teachers, as I have already stated, are higher on the average than in any other city, save, perhaps, Boston and St. Louis; yet they should be still further increased.

We cannot, with \$2,000 a year, obtain the services of the very best talent, because men of marked ability can always earn more in business or in other professions. The ablest clergymen in the country receive salaries of from \$4,000 to \$8,000 a year; the most successful lawyers return incomes of from \$5,000 to \$10,000, and the best physicians earn not less than \$5,000 a year in the practice of their profession, and some much more than this. Should we expect to obtain the highest order of men as Principals of our schools, with a yearly compensation of only \$2,000? A man with a family can barely live in this city, on that salary; he certainly can

lay up little against the evil day when ill health may come, or when, grown old in the service, and obliged to yield to younger men, he retires from the work to which his life has been devoted.

The highest salary paid to female teachers in the graded schools, save to Head Assistants, is \$700. Many of these teachers fill their positions as satisfactorily as any men could, and some of them better. There are few, to be sure, who are the immediate heads of families dependent upon them for support, but there are not a few who have widowed mothers or bed-ridden fathers, or helpless little brothers and sisters, who lean upon them, and whose sole support they are. And we must remember that these teachers must always dress well to present themselves before their pupils; must live in the neighborhood of the schools, often an expensive one to live in; and will have little strength, if they have time, to do other work beside the business of school teaching.

If we should double the salary of those who are thoroughly competent and deserve it, we should do no more than justice.

EXAMINATION OF TEACHERS.

A careful, and, even rigid, examination of all applicants for the position of teachers, has characterized the administration of the Board for the last two or three years. To receive a certificate of qualification now, one must furnish tangible and valid proof that she deserves such certificate. This door into the

schools should be carefully guarded, and no one allowed to enter who is not thoroughly fitted for the work she seeks. It is difficult, after teachers are once appointed, to go through the number and dismiss those who are not in all respects satisfactory. Many such remain in our schools, year after year; while others, perhaps more worthy, are dismissed. The only sure remedy, therefore, is to guard the entrance.

PUBLICATION OF RESULTS OF EXAMINATIONS.

It would, to my mind, be a good plan to publish statedly, perhaps in the Annual Report, the names of all who are examined, and a detailed statement of the result of such examination, with the average attained in each study. While this would hinder none from applying who felt themselves qualified, and might even serve as an incentive to those most competent, it would cause some to stay away who are quite unfit to become teachers, who would hesitate to hazard the publication of their failure.

This plan has been practiced for some time in the city of Philadelphia, with very satisfactory results.

MODE OF PROCURING MALE TEACHERS.

Our system of advertising for applications, particularly in the case of male teachers, does not always bring to us the best material. Teachers already in good situations are reluctant to announce themselves as applicants for positions elsewhere, even though these be better than those they occupy.

While I would insist upon a final examination

before election, yet I would suggest that we are more likely to obtain what we want by going abroad and seeking for it, finding men who are teaching with success in other cities, ascertaining what they are actually doing, or have done, and then, if they seem to fill our requirements, endeavoring to procure them for our own schools.

A church does not obtain a talented minister by advertising for applications. Its committee goes abroad to other places, searches out the man to suit the church, and then uses its best efforts to induce him to come to it. A college does not call for applications for the chair of Chemistry or of Latin, but seeks in other institutions and places for the man required, and then, by superior inducements of salary, position, or locality, persuades him to accept the situation. Should our schools be an exception? We certainly require just as high an order of ability as any church or college, and must obtain it in the same manner.

FURNISHING OF TEXT BOOKS BY THE CITY.

We claim to give to all the children of our city FREE public instruction, and we speak proudly of our system of FREE schools. Yet this claim is not strictly an honest one. To be sure we make no charge to the pupil for mere tuition, but we compel an expenditure for the means to secure this tuition, that is in no manner light. By our rules no child can attend our schools without providing himself with all the text

books to be used, to say nothing of the slates, pencils, paper, &c., which make something of an item in the course of a year. It is true, we have a small charity fund; but it is a charity fund for those who furnish evidence of their poverty, and this is enough to prevent its general usefulness, even if the fund were sufficient.

COST OF TEXT BOOKS.

A child passing through the different grades of our schools up to graduation from the High School, requires an expenditure of nearly sixty dollars for school books alone, and if he stops with the Grammar School, the expense will still be nearly a quarter of this amount. Now I believe that this expense is a serious burden to very many of the parents of our school children.

The case is not infrequent in which parents have kept their children from attending school because they did not feel able to afford the school books required, and were not willing to apply to the charity fund; and I have heard of at least one instance (too late, however, for remedy) of a pupil being removed from the High School while in the successful pursuit of his studies, for the same reason. There are very many fathers and mothers in this city, struggling along, on slender resources, against the burdensome expense of furnishing mere food, clothing and shelter for their little ones, who appreciate the value of education, and are determined that their children shall have it. Such feel the burden of this cost of books

very grievously. I have myself known painful instances of sacrifice and deprivation, on the part of parents, that their children might not lack these means of attending school.

But there is a remedy for this. The city of New York furnishes, FREE to every child in its public schools, all the books, pencils, slates, paper, and even the cloth, needle and thread with which the girls are taught to sew. Philadelphia does the same, with the exception of the sewing materials. Every year they advertise for proposals for furnishing the city all books and supplies that will be required in the next twelve months. And these are furnished to the city not merely at wholesale prices, but at figures considerably below wholesale prices. The total last year, in the city of Philadelphia, for the books, stationery and supplies used by seventy-five thousand pupils, was only \$68,000, or an average of but ninety cents to each pupil. In this city, with less than one-fourth the same number of school children, the total annual expense, using the same ratio, would not be more than \$17,000. On the mere ground of economy, this plan would seem to commend itself.

The system, as carried out in Philadelphia, is a very simple one. If an appropriation of \$68,000 is made for the year, a careful distribution of this is made for each school, giving a certain amount to be used by each, the same being determined by the number of pupils, grade of school, &c. In no case can one school draw more than its share assigned; but allowance is

always made, in determining the amount, for such increase in the number of pupils as may be likely to occur. When books or supplies are needed by a certain school, a regular requisition is made by the Principal upon the officer in charge of the store-rooms of the Board, and the amount taken is charged to the school, according to the schedule rate of cost. When the limit of that school's appropriation is reached, no more can be drawn during the year. So careful are these calculations, that this seldom occurs, and often there is a small surplus left unexpended. Each school is furnished with a printed list of books and supplies, with the cost of each, and a statement of the amount allowed to that school. Printed requisition blanks are likewise furnished, and in them are named the days on which requisitions can be made. All pupils, without distinction, receive the books provided by the city, and the same are returned to the Principal as soon as the study is completed, or when the child leaves the school. If any prefer to purchase their own books, they are at liberty to do so, but few avail themselves of the privilege. The books are kept in good condition, so that no one should decline to use them on the ground of their not being fit. If a book becomes too much worn by regular use, it is thrown aside; but if a pupil injures a book otherwise than by such use, he is obliged to replace it. The system as carried out in Philadelphia and New York is a complete success, and gives general satisfaction.

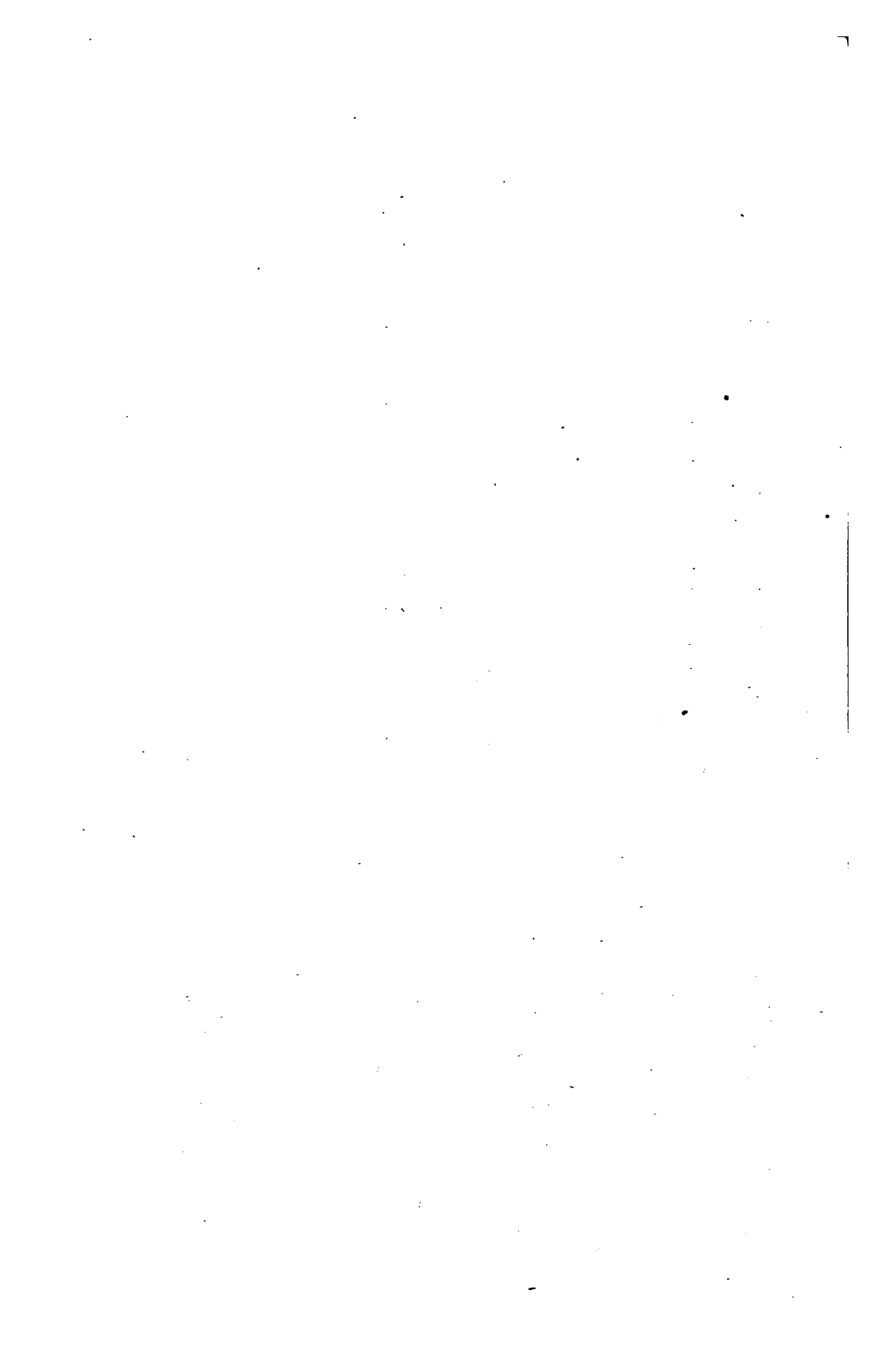
Already it is awakening much inquiry in other cities, and the plans are being frequently consulted, with reference to introduction elsewhere. These are not the only cities in which the plan is in operation, but I speak of them particularly, because they are the largest cities, and because I have taken much pains to examine the practical working of the system in them.

Prominent among the advantages of such a course would be the guarantee against frequent changes of text books, except in cases where such changes seem absolutely necessary; and in cases of change, the matter can be more easily adjusted, without injury to parents, who, under our present system, are often greatly annoyed.

I heartily urge upon the Board the consideration of this subject.

GEO. C. CLARKE, *President.*

CHICAGO, AUGUST 31, 1867.



REPORTS
OF
STANDING COMMITTEES,

FOR THE YEAR ENDING AUGUST 31, 1867.



R E P O R T

o r

COMMITTEE ON BUILDINGS AND GROUNDS.

THE Committee on Buildings and Grounds respectfully submit the following as their Annual Report : —

The Wells School building, which, at the date of the last annual report, was in process of erection, is now completed. We have expended upon it, during the current year, about twenty thousand dollars, viz. :

To the contractors upon estimates,	-	\$8,160.72
For furniture for the various rooms,	-	3,599.30
For the steam-heating apparatus,	- -	5,598.19
Out-houses, fences and walks,	- -	2,700.00

We consider this heating apparatus the most complete of any now in use in our schools, and, with some slight changes, we believe it would be all that we could desire for heating purposes.

With the exception of a sewer, which is very much needed, and the filling of the yard, this building and its appointments are very satisfactory. It is now

furnishing accommodations for one thousand pupils, under a very efficient corps of teachers.

The other expenditures of the year, for new buildings and sites, have been as follows :—

First—Lot purchased upon the corner of Lake and Elizabeth streets, fronting on Lake street 206 feet, depth on Elizabeth street 164 feet, at a cost of \$16,528; cash paid June 1, 1866, \$2,528; the balance, being \$14,000, to be paid on or before July 16, 1871, with interest at the rate of 9 per cent. per annum. Upon these premises there has been erected a very pleasant and commodious eight room frame building, at an expense of \$12,413.15, used exclusively for primary scholars, under the charge of a female Principal and eight assistant teachers.

Second—Lot purchased on the corner of Pearson and Market streets, fronting on Pearson street 239 feet, with a depth on Market street of 108 feet, at an expense of \$15,730; cash paid upon the same at the time of purchase, \$4,730; the balance, being \$11,000, to be paid in one and two years, with interest at 6 per cent. per annum. Upon this lot a building has been erected upon the same plan, and is used for the same purposes as that upon the corner of Lake and Elizabeth streets.

Third—Lot at Cottage Grove, 200 by 231 feet, at an expense of \$6,400; cash paid on the same, \$1,400; the balance of \$5,000 to be paid in one and two years from July 21, 1866, with interest at 6 per cent. per annum. This school is under the charge of a male

Principal, with eight female assistants, and, with the two last named, has been in operation since the opening of the winter term (January 2, 1867), the three buildings accommodating about 1,500 scholars.

Fourth—Lot at the corner of John and Walsh streets, 239 feet front, by an average depth of 158 feet, at an expense of \$7,000; cash payment \$2,000; the balance of \$5,000 to be paid in one and two years, with interest at six per cent. per annum. Upon this lot has been erected another eight room frame building at an expense of \$13,100. This building is but just completed, and with the present term commences its history in the cause of education. It is under the charge of a male Principal and eight assistant teachers. It is located in a vicinity where school privileges have been almost exclusively denied heretofore.

Fifth—A lot has been purchased fronting 200 feet on Harrison street, by 111 feet in depth, costing \$10,500. Upon this lot there is now being erected a large brick building, similar to the Wells School, at an expense of about \$60,000, which, when completed, will accommodate one thousand pupils.

Sixth—During the year there has been added to the Holstein School building one large and pleasant room, making additional accommodations, in that district, for about 70 scholars. This was an improvement very much needed, and places that district in a condition to accommodate all its demands at present.

The old Wells School building has been moved to the North Branch Rolling Mill District. This building

is of a migratory character, and has done efficient service, first on the prairies west of Union Park, upon the ground now occupied by the Brown School, subsequently on the lot now occupied by the Wells School, and now at the North Branch Rolling Mills. It is to-day filled to *excess*, and cannot furnish seats for the applicants, and we shall, undoubtedly, before another year, be compelled to ask that a wing be added to it.

The old South Chicago School building has also been removed to Twenty-sixth street and repaired. Here, also, additional school accommodations must soon be furnished.

One year ago, we saw the necessity of some decided action at once. Complaints were daily brought to us that children were deprived of school privileges. Our hands were tied; not a cent of money was at our disposal. The practice of economy without reference to necessities, had so crippled the action of the Board as to nearly paralyze it. This Board appealed to the Common Council for assistance, and, with a unanimity worthy of that body, they assumed the responsibility of placing at our disposal \$80,000. The result of that action has already been detailed, and two thousand five hundred more children are this day in school than would otherwise have been. In behalf of the Board and the children of Chicago, we most cordially thank the Council for their prompt action.

To supply so many additional seats, at that time seemed to this Board and to the Council like a great undertaking; but we beg you to bear in mind that we

have not kept pace with the growth of our city, or the demands upon us for school accommodations. And, to meet these demands, it will be necessary that we double our exertions for the next two years. We are so far behind that extra efforts *must now be put forth to supply the demand for school accommodations*. Let our action be prompt and decided.

Your Committee take pleasure in stating that the Legislature, at its last session, authorized the Common Council of our city to issue \$500,000 in Bonds for the purchase of school lots and the erection of school buildings thereon. We hope to see the same issued and judiciously expended during the coming two years, and we cannot forbear urging this Board to decisive and energetic action. There are thousands of children in our city that are deprived of school accommodations for want of buildings, and many of our present buildings are crowded beyond their capacity. This must be remedied, and it can be done by united and persevering action.

There is an urgent demand for at least four full-sized school houses in each Division of our city, and unless we use the means at our disposal for that purpose, the very stones will cry out against us. It is not a light matter, but one that demands our immediate attention, and we, who are the guardians of the schools, cannot shirk the responsibility.

During a portion of the past year, and especially while we were erecting so many school buildings, it was deemed advisable to insure the more exposed ones. The wisdom of this course has never been

doubted, and we would now recommend the same course, if they can be insured upon the same terms.

We would earnestly urge the filling to grade of all school lots, and placing around them shade trees; thus making not only our school houses, but their surroundings, attractive. A large proportion of the better buildings have sewer connections, and in all except the filling of the grounds and their ornamentation with trees, they are worthy the city they represent. Children are creatures of imitation. Let us bear this fact in mind.

There seems to be an impression that, although we may be erecting a score of school buildings, we must employ but one architect. We are decidedly opposed to any such restriction, and are ready to receive plans from any architects desiring to compete, reserving the right to accept or reject any or all, as the interests of the schools seem to demand; if any plans be accepted, the designer to have charge of that building. We believe in competition in this as in all other matters.

Your Committee cannot forbear, in conclusion, to tender to E. Blackman, Esq., its former Chairman, their sincere thanks for the indefatigable manner in which he has performed his duties; he has at all times been willing, we may say, desirous, of bearing the burdens that have necessarily fallen upon this Committee, and to him this Board is very much indebted.

E. F. RUNYAN,	}	<i>Committee on Buildings and Grounds.</i>
S. A. BRIGGS,		
L. L. BOND,		

CHICAGO, MAY 21, 1867.

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SUPPLEMENTARY REPORT

OF

COMMITTEE ON BUILDINGS AND GROUNDS.

YOUR Committee on Buildings and Grounds, at the meeting of May 21st, laid before you a report, giving a summary of the work done during the year under their supervision, with suggestions and recommendations as to the future course of the Board.

Your Committee, as recently organized under the new yearly organization of the Board, in order to better carry out the suggestions and recommendations as laid down in the above mentioned report, have thoroughly inspected all the school buildings in the city, and find that the same are in the following described condition :

High School—situated on Monroe street, between Desplaines and Halsted streets—is a stone building of three stories, 53 x 90 feet in size. It contains ten rooms and a large hall. The building and grounds are in a clean, nice and orderly condition, as are also the outhouses. The rooms ought to be kalsomined during the summer vacation, and a few defective

places or spots in the plastering of the ceilings repaired.

The building is heated by means of four furnaces put up in the basement. But it appears that these furnaces do not carry sufficient heat through the building to make it comfortably warm, for we find that in most of the rooms ordinary stoves (to the number of nine) are put up, to supply the necessary heat, which the furnaces fail to furnish. If, under such circumstances, we did not consider the heating apparatus by furnaces in this building inadequate or even a failure, we find that by reason of the low condition of the basement these furnaces expose the whole building to the utmost danger from fire, so that even some of the insurance companies declare said building uninsurable.

We do not think that a building of so high a value as the High School building ought to be exposed to such risks, and we would call the attention of the Board of Education to this state of things, with the recommendation that the furnaces in the High School building be removed, and some other more efficient and safe method of heating the building be substituted.

Dearborn School—a brick building of two stories, on Madison street, between State and Dearborn streets—is a poor, old, rickety building, entirely unfit for school purposes, and a disgrace to the city and the neighborhood in which it stands. The construction of the building is bad, the roof is in a leaky condition,

and can hardly be kept in repair. The lot on which the building stands is the most valuable school lot owned by the city. It is situated in the center of the district, in a quiet neighborhood where there is not much business transacted, and therefore especially adapted for school purposes. On this lot a good building could be erected which would be an honor to the city, by tearing down the old building and replacing it by a new one near the rear portion of the lot, and equally distant from the east and west lines of the lot. The brick of the old building could mostly be used for the new edifice, which, with a front of stone or of pressed brick, would stand as a monument worthy of the progress of the city of Chicago. If the Board should conclude not to erect a new building on said lot, but to sell or lease it and purchase another one, then we would recommend that the new school building should, under all circumstances, be located west of State street, from which section a greater portion of the pupils come.

Jones School.— This building, situated on Clark street, corner of Harrison, is likewise old and poor. The Branch (a frame building) erected on the same lot, is a fair, substantial building, well preserved, and is, like the brick structure, very well kept. The location of these buildings, however well chosen it may have been at the time of their erection in 1844, is entirely improper at the present moment. Clark street, in the meantime, has become a business street, full of noise, while on the west side of the lot

a great railroad depot has been erected, with all the noise and bustle necessarily connected with such a location. The lot on which the Jones School and Branch stand is valued at about \$45,000, and a lot could be secured somewhere in the neighborhood of Third or Fourth avenue, at a much lower figure; so that by selling the present lot and building, the amount necessary to build a good, substantial school house and to purchase another lots could easily be realized.

Scammon School—situated on West Madison, between Union and Halsted streets—is also an old building, two stories high, and will have to be taken down and rebuilt in a few years. At present, it requires a thorough cleaning and whitewashing, which ought to be done during the vacation. The frame building standing upon the same lot, is a good building, and is in unexceptionable condition.

Kinzie School—situated on the corner of Ohio and North La Salle streets—although an old structure, is in a fair condition. It is a brick building of two stories, very cleanly and nicely kept, and has been recently whitewashed. The Branch, on the same lot, a frame building, also of two stories, has been kalso-mined, the outbuildings are in excellent order, as are also the sidewalks and the walks in the school-yard.

Franklin School—situated at the corner of Sedgwick and Division streets—is of more recent date than the last named building, and may serve for a few

years longer. It ought to be whitewashed, and the plastering, which in some places is not in the best order, should be repaired. The Branch, a frame building, two stories high, has been nicely kalsomined, and is in good order. In front of the brick building the walks are nicely relaid, fences and sidewalks in good repair.

The *Market Street* and *White Street Branches* — are temporary buildings, which we consider entirely unfit for the purposes for which they are rented, but which necessity compels us to retain.

Washington School — a brick building, two stories high, corner West Indiana and Sangamon streets, with a Branch frame building on the same lot, is in good order. The outbuildings are not well adapted for their purposes, and entirely insufficient. We recommend that they be rebuilt.

Indiana Street Branch — ought to be generally overhauled, whitewashed, and plastering repaired.

Milwaukee Avenue Branch — is in fair condition.

Union Street Branch — in the Norwegian Methodist Chapel, is unfit for school purposes, the lot being wet, without drainage, and, therefore, unhealthy. We recommend that this Branch be discontinued immediately.

Moseley School — a brick building, three stories high, situated on the corner of Michigan avenue and Twenty-fourth street — is in good condition, except a defect in the roof, which caused some leakage, but Mr. Ward's attention being called to it, the necessary

repairs were promptly ordered and executed. The rooms of the building were kalsomined during the last vacation, are comfortable, and give satisfaction to teachers and pupils. By a donation of Mr. Slocum, the Principal, and voluntary contributions from the pupils, a small sum of money (about \$25) was raised and invested in the purchase of ornamental trees, but, we are sorry to say, that only two or three of them are growing. The grounds ought, in some places, to be filled up.

Branch of the Moseley School — on Twenty-sixth street — is in fair condition, but ought to be painted outside and generally fixed up.

Brown School — situated on Warren avenue, between Wood and Page streets — is a new brick building, three stories high, in good condition, as are also the grounds on which it stands. These grounds, however, require some filling up. We are glad to mention that Mr. James Ward has made some efforts to ornament the grounds, by planting trees around the inside of the fence, and that the Principal and the Janitor have given especial attention to their protection.

While we consider the building itself as an ornament, which is in fair harmony with the surrounding houses, we are obliged to say that the fence inclosing the school lot is not such an one as we find around the premises of private citizens residing in that neighborhood, and we would therefore recommend that the old, rotten fence be replaced by a good, substantial

picket fence, such as is put up at the Pearson Street Primary School building.

Foster School—situated corner of Union and O'Brien streets—is a new three-story brick building. On the same lot stand two frame buildings, one of which was built in the year 1862. All these buildings are in very good condition, as are also the grounds, on which some willow trees have been set, which are in a flourishing condition. The Principal of the school, and Mr. James Ward, gave these trees some attention, and it would be desirable if some efforts were made to plant more trees.

The fence around the school lot is in a miserable condition. It is as old as the original frame building, which was erected for this district ten years ago, and is now so rotten that it affords very little or no protection.

The outhouses are, to say the least, in a very unsatisfactory condition; they are insufficient, badly ventilated, and untidy, in such a condition that we should not feel surprised if the Board of Health should declare them to be nuisances and dangerous to the public health. We recommend that the Building and Supply Agent be authorized to rebuild them during the summer vacation.

DeKoven Street and *Twelfth Street Branches*—are in fair condition, but exceedingly crowded. In the former building we found one teacher with one hundred and twenty pupils, and on some benches we noticed seven little ones packed and crammed in the

most uncomfortable manner. We think that some thing should be done, without delay, to relieve this District.

Ogden School — situated on Chestnut street, between Dearborn and Wolcott streets — is a three story brick building, in good condition.

At the time when the steam-boiler was put up, there was no sewer connection with the building, the sewerage not having been carried to that vicinity. In consequence of this, the boiler had to be set two and a half feet higher than it otherwise would have been, which necessitated the digging of a cistern, into which to return the condensed steam from the first floor of the building, and from which the water is carried into the boiler by means of a pump. This ought to be remedied, by lowering the boiler about two and a half feet, so that the condensed steam could be returned directly to it from the first floor of the building, as is now done from the upper stories. We found the out houses, although kept very clean, entirely insufficient, being by half too small.

The walks and planking in the lot are in a dilapidated condition, and ought to be relaid, and the hydrant on the east side of the lot ought to be replaced by a new one.

Newberry School — situated on the corner of Willow and Orchard streets — is a new four story brick building. Building and grounds, as also the out-houses, in most perfect order. Eight of the rooms

have been kalsomined during the last vacation. The large hall ought to be kalsomined during the summer vacation. When this building was erected, in 1858, it was believed by many that it would require half a century before it would be filled, but such has been the increase of the population, that before the end of the first decade, this school house is now in a crowded condition, so that two rooms on the ground floor, which were used as store-rooms for wood and coal, have been transformed into school rooms. It is now necessary to erect in the yard a suitable shed for the storage of fuel.

There is no accommodation for the German teacher except in a wardrobe; and although this room is sufficient as to size, still some provision ought to be made for the children, where they could put their things without disturbing the German teacher. This can easily be done by fitting up a small wardrobe in the entrance hall of the fourth story.

Wells School—situated corner Reuben and Cornelia streets—is a new four story brick building in excellent order. The grounds are partially filled up, and as far as that is not yet done, it ought to be completed up to the grade of the walks. The outhouses and fences are not yet painted, but will be attended to without delay.

As there is no sewer in the neighborhood of the Wells School building, the following communication was addressed to the Board of Public Works some time ago:—

“The Board of Education would respectfully request the Board of Public Works to cause sewers to be laid on Milwaukee avenue from Elston road to Cornelia street, a distance of about one thousand one hundred feet, and also on Cornelia street, a distance of, say, two thousand one hundred feet, making in all a distance of three thousand two hundred feet. The reason we ask this, is that we have lately erected a school house in that vicinity, which it is desirable should have the benefit of perfect drainage.”

No action was had upon this request, and on personal application to the Board of Public Works, the Chairman of your Committee could not get any satisfactory promise as to the future action of said Board.

From the report of the proceedings of the Common Council of last Monday, we are sorry to perceive that the building of a sewer on Milwaukee avenue is recommended only from Chicago avenue to Elston road.

Skinner School—situated corner Aberdeen and Jackson streets—is a new four story brick building, erected on the same plan as the Newberry. The main building and out-houses are in excellent condition, and the grounds and surroundings of the school deserve more than a passing notice. Here we find around the building, on the principal streets, rows of trees planted on the outer side of the sidewalks, well protected by railings. Inside the inclo-

sure and alongside the fence is another row of trees, while in front of the building also a number of trees (soft maple and elms) greet the eye, all of which are in a flourishing condition. We are informed by the Principal that he has assigned to each division of the Grammar Department the care of a certain number of trees, and in this ingenious manner he has established a watch over them which will not allow the slightest injury to be done to the trees intrusted to their particular care. This example set by Mr. Merriman commends itself, and shows how easy it is to ornament all our school lots with trees by expending little money and little labor. "Who has planted a tree has paid some debt to posterity."

Haven School—situated on Wabash avenue, between Fourteenth and Sixteenth streets—is a four story brick building, in good order, as are also the grounds. After the building was erected, the street was brought up to grade, which has caused the sidewalks inside the lots to be lower than the sidewalks outside. The former ought, therefore, to be raised to the same grade with the latter. The building also needs to be kalsomined.

Cottage Grove School—situated on Douglas place, near Cottage Grove avenue—is one of the new eight-room frame buildings, and is in good order. The grounds are nicely filled up and fenced. Substantial sidewalks have been built in front of the lot, and on the inside; out-houses are nice and clean. As there is at present no water on the premises,

the Chairman of your Committee last Saturday personally applied to the Board of Public Works, and is happy to announce that the laying of water-pipes to the school lot was immediately ordered.

Bridgeport School—corner of Archer road and Bridge street—is a frame building, in fair condition. The grounds are low and ought to be drained, which could easily be done by digging a few ditches.

Holstein School—situated on Courtland street near Henshaw—was last year enlarged by the addition of a pleasant room, and is in good order.

Walsh Street School—situated corner of John and Walsh streets—is also one of the new eight-room frame buildings recently erected. It is in good order and has good outhouses. The grounds are nicely graded, substantial sidewalks have been constructed inside the lot, also on the outside, in front, and on the side, and the erection of a good fence was in progress when we inspected the premises. In this case, also, the Chairman of your Committee personally applied to the Board of Public Works to have water-pipes laid, so as to put in hydrants on the school lot, and he has received the promise that his request shall be complied with without delay.

Pearson Street Primary School—is one of the new frame buildings, containing eight rooms. The lot is nicely graded, fenced in with a substantial picket fence in front, and a close board fence around the other sides, and has good sidewalks. Outhouses in first rate order.

Elizabeth Street Primary School—situated corner of Lake and Elizabeth streets—is the fourth of the new eight-room frame buildings, and is in good order. The grounds are nicely filled up, sidewalks laid. The material for erecting the necessary fences is partly on the ground, and in a few days a substantial fence will inclose the lot.

The Rolling-Mill Primary School—a building of a migratory character, as a former report said—ought to be painted outside, and a sidewalk ought to be erected in front of it. An additional room is to be fitted up, the plastering of which is now in progress.

It is a known fact that a nicely cleaned and blackened stove makes a room look more comfortable. We think the same rule applies with the same force to a school room, and we would therefore recommend that it should be made a duty of the Janitors to blacken the stoves and pipes in every school room at least once in every month; blacking and brushes to be furnished by the Board.

In conclusion, we would state that Mr. James Ward, Building and Supply Agent, has a carpenter shop and store-room in the rear of the Dearborn School lot, where he keeps tools and materials, and where the repairs generally done in a shop are executed. Mr. Ward employs steadily two carpenters, who attend to all the repairing work which occurs on

the school buildings. These men are Messrs. Fullerton and Leavitt, two first-class mechanics, who have been for some time past and are at present engaged in constructing sidewalks and fences around the new buildings, thereby saving the Board considerable expense.

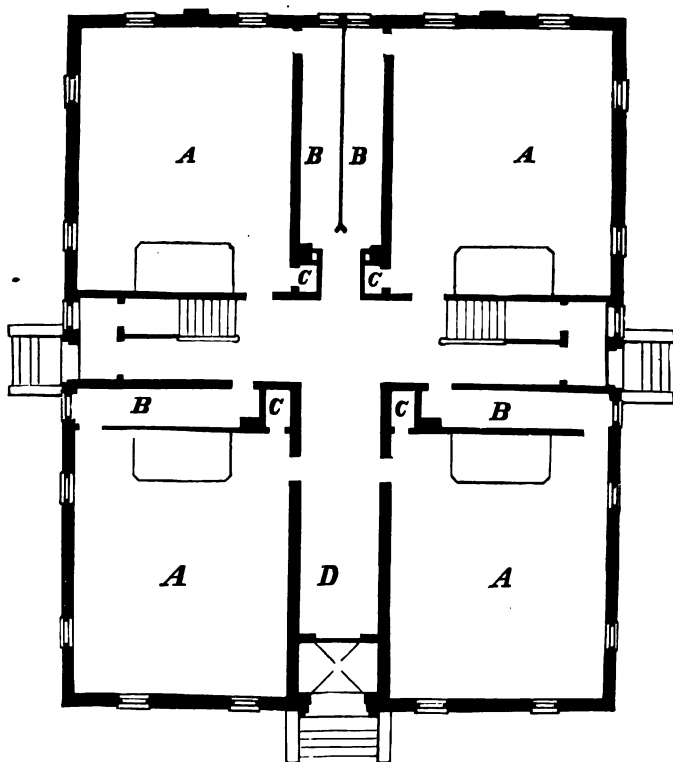
In this, as in every other respect, the department of the Building and Supply Agent appears to be conducted in an economical, and in every way highly commendable manner, an acknowledgment which we do not hesitate to bestow upon an efficient and deserving officer of the Board.

All of which is respectfully submitted.

L. BRENTANO,	}	<i>Committee on Buildings and Grounds.</i>
S. A. BRIGGS,		
E. F. RUNYAN,		

CHICAGO, JUNE 4, 1867.

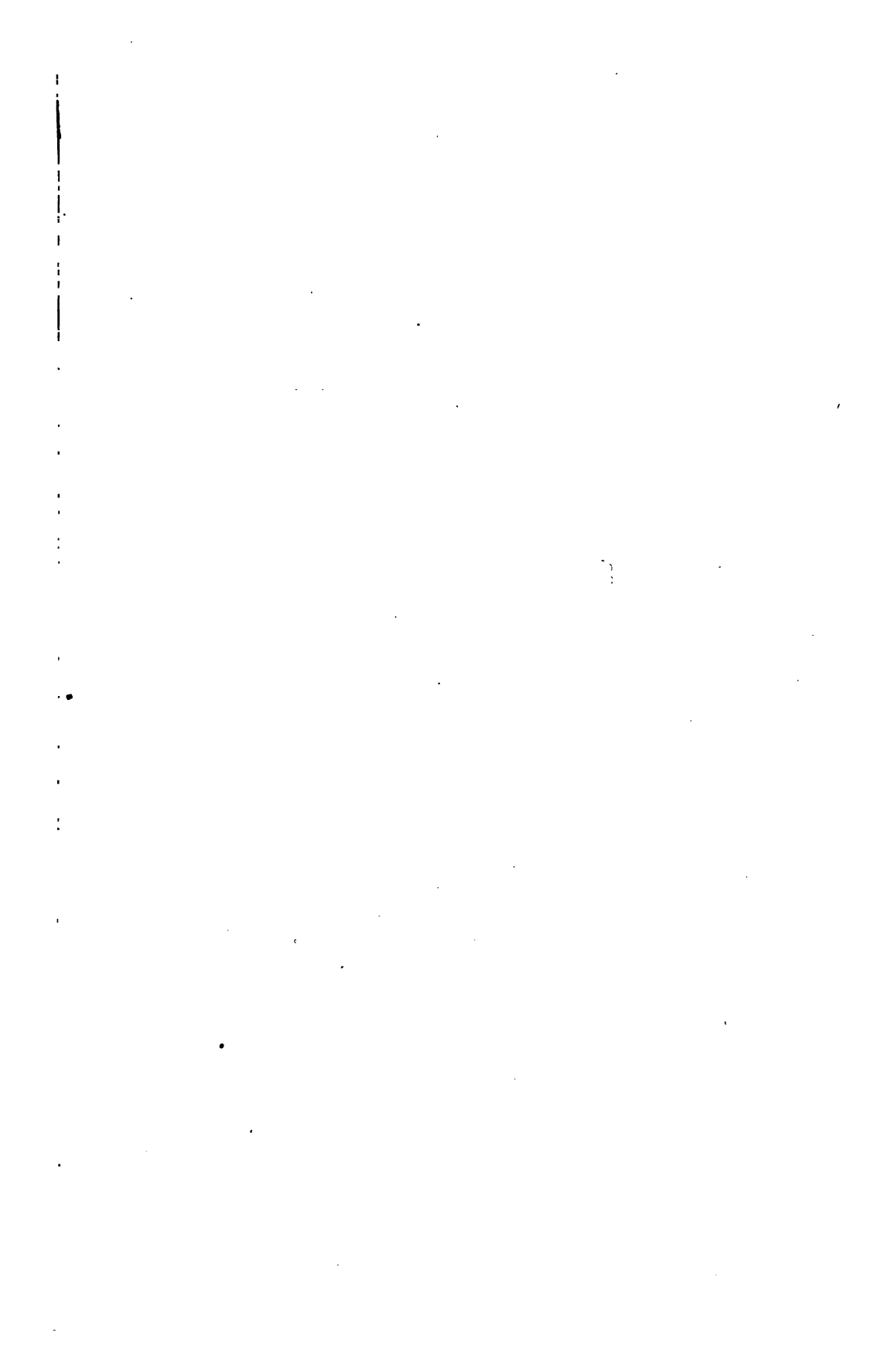
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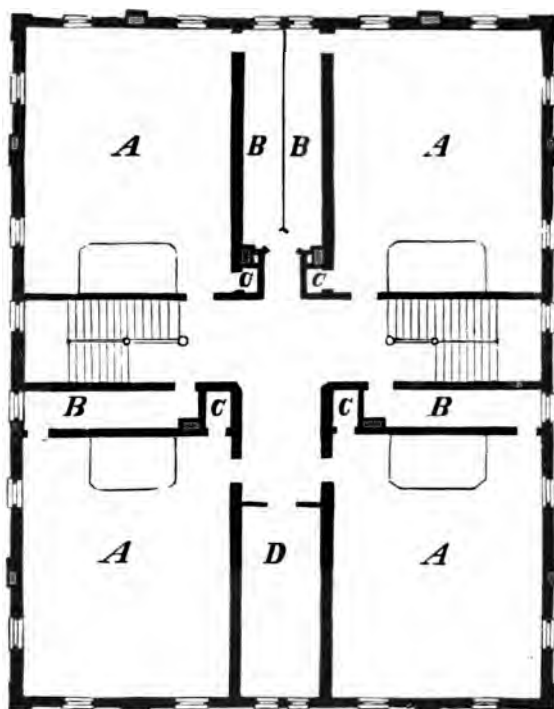


PLAN OF FIRST FLOOR,
WELLS SCHOOL.

A. A. A. A.—School Rooms.
B. B. B. B.—Dressing Rooms.

C. C. C. C.—Teachers' Closets.
D. —Corridor.

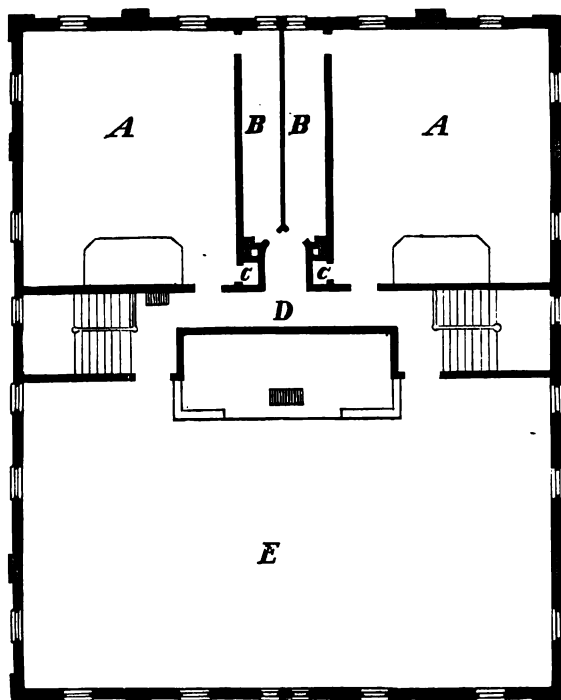




PLAN OF SECOND AND THIRD FLOORS,

WELLS SCHOOL.

- | | |
|-----------------------------|---------------------------------|
| A. A. A. A.—School Rooms. | C. C. C. C.—Teachers' Closets. |
| B. B. B. B.—Dressing Rooms. | D. —Principal's Reception Room. |



PLAN OF FOURTH FLOOR,
WELLS SCHOOL.

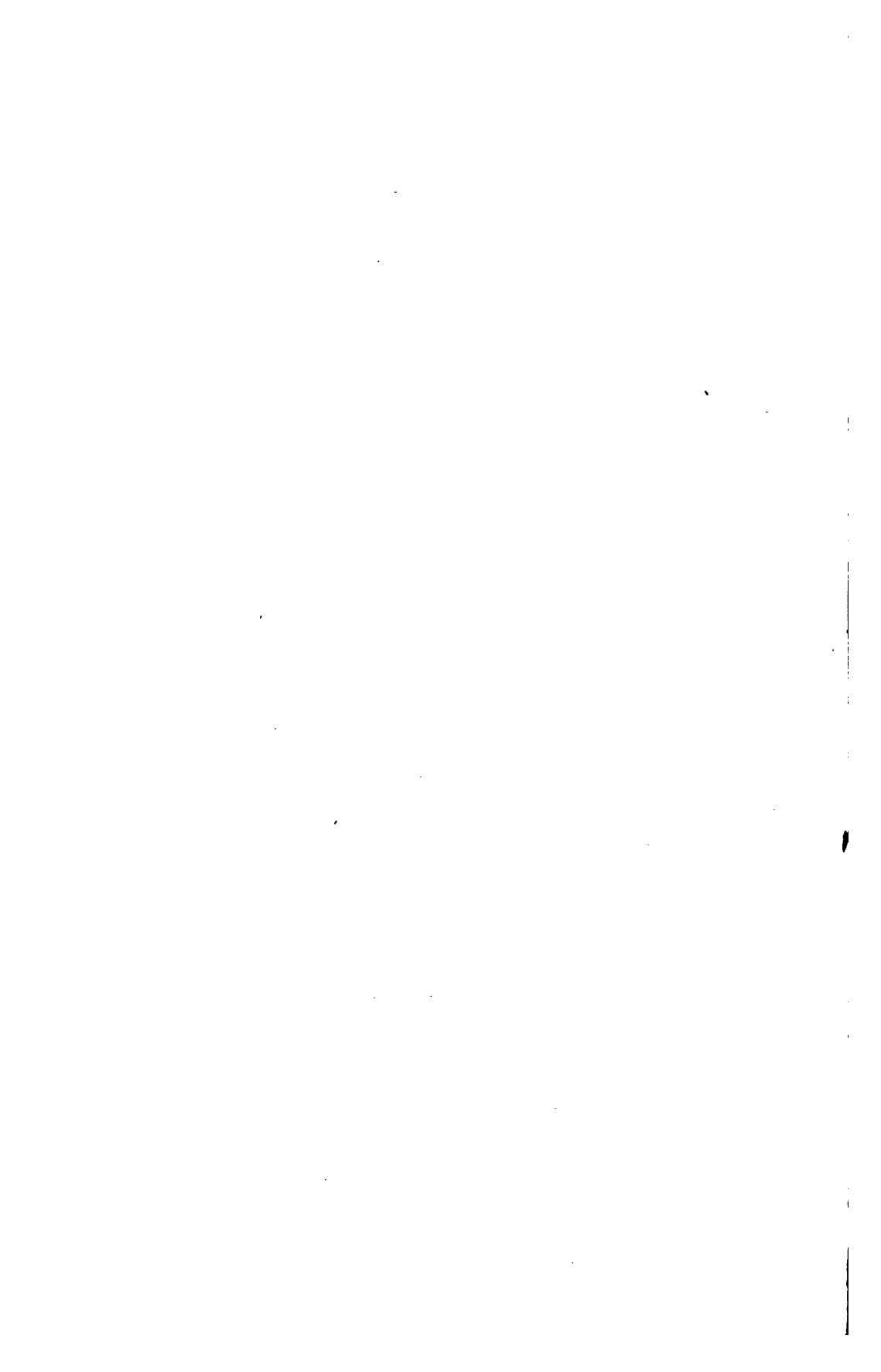
A. A.—School Rooms.

B. B.—Dressing Rooms.

C. C.—Teachers' Closets.

D. —Corridor.

E.—Assembly Hall.



THE NEW BUILDINGS OF THE YEAR.

WELLS SCHOOL BUILDING.

THIS noble edifice, a perspective view of which accompanies this paper, is located in the West Division, in the north-western central part of the city, about three miles from the Court House. It is so called in honor of the former Superintendent of Schools in this city, WILLIAM H. WELLS, Esq.

It stands near the centre of a lot containing forty-five thousand square feet, having a frontage east on Reuben street of two hundred and fifty feet, and south on Cornelia street of one hundred and eighty-one feet. It is four stories high exclusive of the basement. From an inspection of the accompanying cuts it will be seen that the basement is mainly divided into four large rooms, with corridors and stairways; one of the rooms being used for fuel, and the balance as a place of recreation for the boys in bad weather. The principal or ground floor has four school rooms, each having a wardrobe and teacher's closet attached; spacious corridors with

entrances on each side of the house for pupils, and a principal entrance in front. The side doors do not open directly into the corridors, but into vestibules, from which other doors open to the corridors, and also to the stairways leading to the basement. The second and third floors only differ from the first in having windows in place of the entrances and vestibules of the first floor, and in having on each floor a reception or principal's retiring room, ten by twenty feet in area, cut off from the corridor running towards the front of the house. The fourth floor contains two school rooms, each having a spacious wardrobe and teacher's closet, and an assembly or exhibition hall sixty-five by thirty-three feet in area, with two wardrobes and teacher's closets. The school rooms are wainscoted two and one-half feet from the floor, with boards neatly grained and varnished, above which are blackboards four feet wide extending entirely around the rooms. The corridors are wainscoted five feet, and the wardrobes seven feet high, grained and varnished. The rooms are ventilated throughout by large ventilating shafts in both the exterior and interior walls. The building is sixty-nine by eighty-seven feet on the ground, and each school room is twenty-seven by thirty-three feet in area. The rooms of the first story are twelve feet four inches in the clear; of the second and third stories, thirteen feet six inches; and of the fourth story, fourteen feet ten inches. The exterior is entirely devoid of anything

like ornamentation, save in its bold, projecting buttresses, which form the ventilating and chimney shafts before mentioned, and its deeply-recessed doorway in front, with its massive buttresses on each side.

The building is warmed by a low pressure steam apparatus, the boiler being located in a separate building at the rear of the main building. Each of the rooms, including the hall, is furnished with sixty-three single desks and chairs of the most approved pattern, from the manufactory of Chase & Sons, of Buffalo, through their agent, Mr. A. H. Andrews, of this city, thus providing accommodations for nine hundred and forty-five pupils.

The contractors for the work on the building are as follows:—

Mason work,	-	-	Mortimer, Loberg & Co.
Cut Stone work,	-		Edwin Walker.
Carpenter work,	-		T. Menard.
Roofing and Tin work,			Greenebaum & Jordan.
Painting,	-	-	W. A. Reason.
Heating Apparatus,	-		Fuller & Ford.

The cost of the lot, July 2, 1858, was \$2,152.50, and the whole cost of building and lot, including the fences, sidewalks, outbuildings, furniture and heating apparatus, \$45,575.00.

DEDICATION OF WELLS SCHOOL.

This new edifice was formally dedicated to the cause of education on the afternoon of Friday, September 14, 1866. The occasion afforded an excellent opportunity for the children of the district, as well as their parents, to unite in the exercises, and they were present in large numbers, as were also many of the friends of education from different parts of the city. The interest with which they viewed the beautiful structure, the enthusiasm displayed in conversing upon the subject of its internal beauty and convenience, and the general manifestations of pride and joy, as the building was alluded to in terms of praise by the visitors, told plainly that its erection was as much a source of gratification to the youth in the vicinity as it was to those of more mature years.

The chair was occupied by the President of the Board of Education, C. N. Holden, Esq., who said that it was a pleasant duty to announce the exercises connected with the formal opening of the school as prepared by the Committee of Arrangements.

The ceremonies were opened with the Lord's

Prayer, which was followed by the dedicatory hymn, sung by a choir selected from the pupils of the school.

J. G. Gindele, Esq., of the Board of Public Works, then delivered the keys to the Mayor, accompanying the act with brief remarks.

His Honor the Mayor, JOHN B. RICE, receiving the keys, spoke as follows :—

ADDRESS OF THE MAYOR.

Mr. Chairman of the Board of Public Works:—The Wells School being completed under the superintendence of the Board of Public Works, you are now to deliver up the keys to those who are to have charge of the institution hereafter. The duty of transferring them belongs to me as Mayor.

I look upon them as emblems of authority and guardianship, and they cannot be placed in better hands. I was never before so deeply impressed with the responsibilities of those who have schools under their charge, and it is fortunate that gentlemen of such virtue and intelligence have this authority conferred upon them. I appreciate the ordeal through which teachers have to pass in order to be accepted, and take it for granted that they are fully competent to discharge their duties faithfully. Above all things, be watchful and use forbearance. Forbearance is a noble virtue.

It is unnecessary, children, for me to point out to you the beauties of this building which has been erected for your good. Only let me impress on you to be obedient

and truthful. If you are obedient to your teachers, it will be much easier for them to love you. Love begets love, and you will soon return the affection. Be truthful that you may be respected by others and respect yourselves. To this add good manners, that which treats all persons with courtesy. By cultivating good manners, obedience and truth, you will grow up and be worthy to take charge of this city. God bless you.

C. N. Holden, Esq., President of the Board, received the keys from the Mayor with substantially the following remarks:—

REMARKS OF C. N. HOLDEN, ESQ.

It affords me great pleasure to receive the keys for the benefit of those around us. The ground on which this building stands was but a few years ago a cow-pasture; now it is covered by a noble edifice. The work was commenced under many difficulties, but to your credit, Mr. Mayor, and to that of the Common Council, be it said, it has at last reached completion. In the name of the pupils surrounding us, I heartily thank you.

Mr. Mahoney, it affords me great pleasure to place these keys in your hands, as Principal of this school, for I am satisfied they are worthily bestowed. You have under your care one of the finest public buildings of this city, and the work you will perform therein, I am assured, will give you a name that will be honored and respected for all time to come.

Mr. Jeremiah Mahoney, the Principal of the school, in accepting the keys said:—

Mr. President: — I thank you for your kind and good recommendations, and hope to deserve them in the future. It is with feelings of pride that I receive these keys, and also of anxiety, but it is the anxiety of hope. He closed by returning thanks for the confidence thus reposed in him, and turning to the children, exhorted them to prove by their good behavior in the future that they appreciated the noble gift.

After the singing of a hymn by the choir, the Chairman introduced the late Superintendent of Public Schools, William H. Wells, Esq.

REMARKS OF W. H. WELLS, ESQ.

Mr. Wells said he might as well commence with a confession. He had fallen asleep over the subject of education, and it required a visit to the office of the Board of Education early this morning to re-assure him that schools and institutions of learning did really exist in this city. It seemed so long ago since his connection with schools, that he had forgotten their labors, but hoped not their benefits. But since he had begun to refresh his memory, many old reminiscences had been called up, both interesting and pleasant. His labors in this city dated back ten years. Then, where this building now stands, there was nothing but wild, unbroken prairie. To be sure, there was here and there a dwelling, but the children living in them had no school to attend. In 1856, the old Brown School building, a two story frame structure, now adjoining this, was moved here, which has done noble duty ever since. He had frequently told the children to be patient, and by and by they would have

something better, and none could realize how grateful he was in his heart that his predictions had at last been verified. They had done well in the old school house, and they deserved the building. He also remembered when the worthy Principal, (Mr. Mahoney,) graduated at the High School, and the predictions of future greatness and usefulness that had been then made, and now so truly realized.

At the conclusion of Mr. Wells' remarks, Hon. John C. Dore, the first Superintendent of the Public Schools of Chicago, and now President of the Board of Trade, spoke as follows : —

REMARKS OF HON. JOHN C. DORE.

I think there are few present who are more deeply impressed with what is before them than myself. Twelve years ago I left the city of Boston to take up my abode in this city and superintend its schools. At that time this metropolis contained a population of only sixty thousand, with six public schools; now it numbers two hundred thousand souls, with eighteen splendid school edifices. Then, there were only six thousand children of proper age; now, there are over fifty thousand. I resigned the position of Superintendent in 1856, but continued to visit the schools frequently until within a year or two, since which time business has occupied all of my time; but, having received an invitation to attend this opening, I determined to cast business aside for the time, and return for a few hours to my younger days. The people in this section of the city may well congratulate themselves on having this beautiful institution in

their midst. It is a noble monument of the munificence of our great city. I also congratulate the gentleman whose honored name it bears, on this enduring monument to his memory, and hope he may live many years to enjoy the fruits of his earnest labors. Why is it that our best educated men manifest such an interest in schools and school houses? I will tell you. Because they know and appreciate their value, and the elevating influences they exert. The mind must be cultivated, its functions strengthened, or, like the body, when not exerted, it will become powerless. What has not mind done for us? Is not its labor recorded everywhere? It has discovered the printing press, the steam engine, and the magnetic telegraph, and enables us to convey our thoughts with the rapidity of lightning around the world, almost before uttered.

The exercises were here varied by a song by the entire school, after which J. L. Pickard, Esq., Superintendent of Public Schools, addressed the audience: —

REMARKS OF J. L. PICKARD, ESQ.

Children: — We have to-day been presented, by the honorable Mayor, on behalf of our city, with a beautiful present, worth about fifty thousand dollars. Now what are you going to do with it? You have a new teacher, this new and beautiful school house, — listen to it, — it speaks. It says: — “Keep me clean; my walls are white now, my desks shining, my seats all new, my windows clear, don’t allow cobwebs and dirt to hide the light of day.” The

door says: "For every scholar that arrives in time I open gladly, but to him that comes late I screech." The ground says: "I will not allow quarreling, for I am level now, and him who dares to disobey I will strike." Boys, let us give three rousing cheers for your new teacher. (The children responded heartily.)

Parents:—It is your duty, and one that should be kept sacredly, to see that your children are regular in their attendance. Never keep them at home even for a single day, no matter what good reasons you may have for keeping them away. You should inculcate the necessity of attendance, impress them with the power of knowledge, and do not for a moment allow them to believe that success in life can be gained in any other direction. The school should never be under-estimated in their presence. Teach them punctuality in attendance. This is a sacred duty you owe to posterity.

Willard Woodard, Esq., Chairman of the Committee on Schools of the Common Council, was next introduced, and spoke as follows:—

REMARKS OF WILLARD WOODARD, ESQ.

I wish to congratulate the people of this district on being the possessors of a school edifice so beautiful and substantial in its construction, and so complete in all of its appointments. If I were to indicate to whom they should be grateful, I could only say to the Giver of all Good.

The Common Council, the Board of Public Works and the Board of Education have, perhaps, faithfully repre-

sented the interests of the people, and especially of the tax-payers. In this they have simply done their duty, nothing more. The tax-payer, who contributed to its erection, has no just cause of complaint, for he has made a permanent investment that will enhance the value of his property more than ten times the amount of assessment. Property receives its value from the character, energy and enterprise of those who own and use it. This investment will yield intelligence, industry and honesty. Who would not give for such a purpose? It is the school house that gives us confidence in the State. Without it, the existence of a free government is hopeless. Hence, money invested in the acquirement of knowledge, is the best economy. So firmly am I convinced of this that I will go to the very verge of our charter limitations to give intellectual improvement to our people. I would not, in this culture, have the labor of the brain supersede the labor of the heart.

We have, heretofore, looked to the East for models in everything pertaining to schools. We willingly and thankfully acknowledge our many obligations. Chicago public schools must be made striking examples for the people of the West to imitate. We have made a good beginning in the State of Illinois. Our State Superintendent is a man who comprehends our necessities, and he will see that the foundations of our growth are laid broad and deep. We have the best Normal School building, and the most thorough and efficient Normal School in the country. We also feel proud of our city Normal School, which, under the direction of its efficient Principal, is doing so much to elevate the standard of teaching. We ought to have twenty-five public schools like this to serve as models for those who, living between Chicago and the

Rocky Mountains or the Pacific Coast, look to us for improvements, as we have looked to the East.

We must have a seat for every child old enough to attend school, and a teacher for every forty pupils. Chicago can afford it. It is folly and wastefulness to do without them. No one complains of paying for an institution like this. We can bear the expense of fifteen hundred lady teachers quite as well as fifteen hundred drinking saloons, and it would be well if the situation was reversed — more teachers, less saloons.

C. C. P. Holden, Esq., Chairman of the Finance Committee of the Common Council, next spoke :—

REMARKS OF C. C. P. HOLDEN, ESQ.

This is the fourteenth building of this kind in the city, besides a number of branches and the High School. I well recollect the dedication of the first building for educational purposes — the Dearborn, in 1844. Small as that building is, compared to this, it was nevertheless considered by many at that time to be an extravagant outlay, and it was predicted that it would never be filled. But results have proved otherwise. This building is three miles from that point, and the city has increased from a population of eight thousand to two hundred thousand; and I am glad to say that the gentlemen of the Board of Education have kept even with the march of time. It is something to be proud of that Chicago has made such gigantic progress. The worse days are past, and hereafter there will be smooth sailing. The ground has been purchased for a number of other buildings similar to this, for about \$70,000;

but, as the bulk of this is in deferred payments, the tax will be comparatively easy, and the rise in value of property in their vicinity would more than repay the cost. This year the Board asked the Council for the sum of \$245,000 for current expenses, in addition to \$80,000 for construction, but it will all return to them in a tenfold ratio. Next year the state of our finances will be better and our works greater.

S. S. Hayes, Esq., late City Comptroller, being called upon, spoke substantially as follows :—

REMARKS OF S. S. HAYES, ESQ.

I did not come here to speak, but since I am called upon, cannot find it in my heart to refuse. At the time I was a member of the Board, the building of this edifice was already contemplated, but was unavoidably postponed, and now I am only too glad to find it a reality. I believed the people in this part of the city could manifest their appreciation of what Chicago has done for them. The schools are blessed with a noble Superintendent, and he should be honored. I will not make any extended remarks, but would say, in closing, that, if the young were really made to understand the object of education, they would apply themselves more assiduously; for education means a knowledge of everything, and without knowledge there is no power. Give them this boon and they will make worthy members of society.

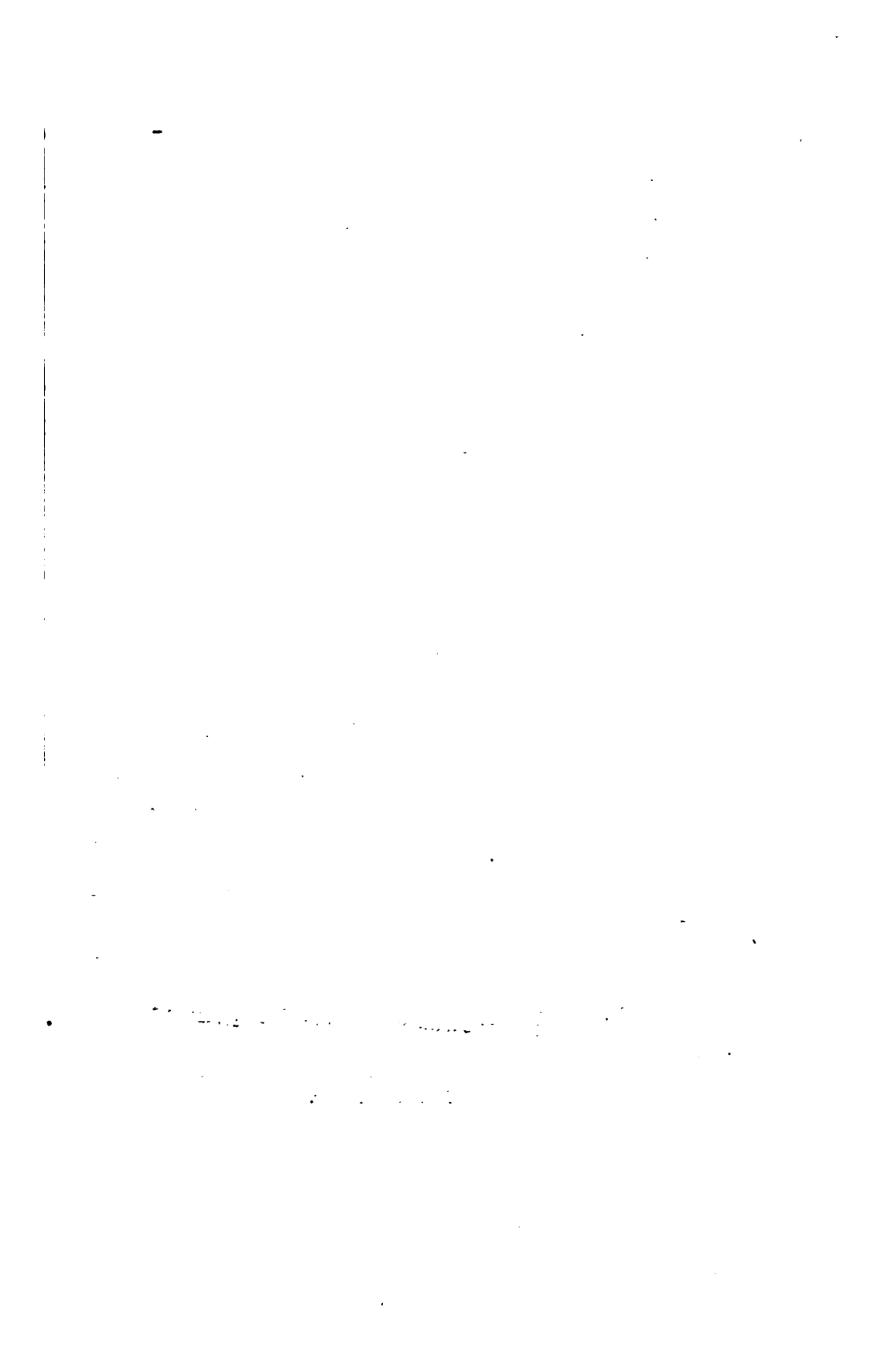
Rev. Dr. Ryder, Chairman of the Committee appointed to arrange for the dedication of the school,

addressing his words more directly to the children, said :—

REMARKS OF W. H. RYDER, D. D.

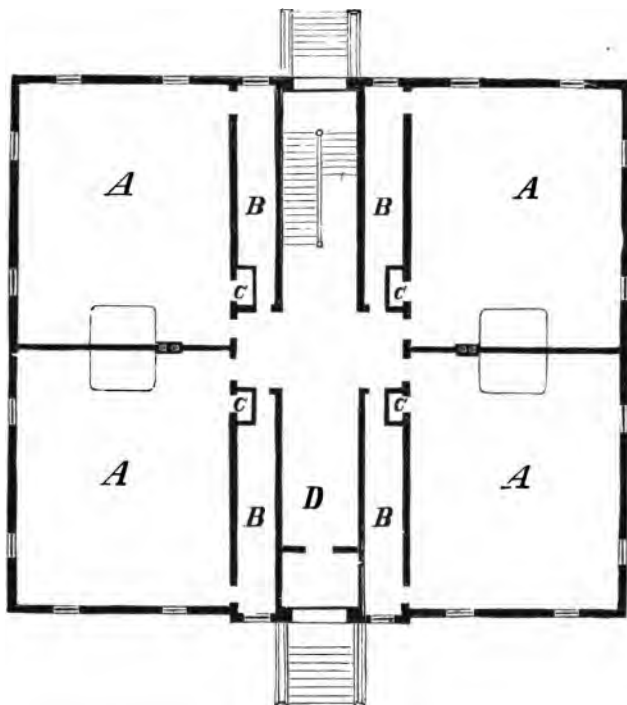
If you will sit still, I will tell you a story. This is a nice building, isn't it? [Cries of "Yes, yes."] But it takes something besides a fine building to make fine scholars. You come here to learn, and for this purpose only. You all like to play, don't you? ["Yes, yes."] Well, you must do that out of doors, provided you have any time to spare. If you boys want your sled fixed, you don't go to the milliner to have it done, do you? And you girls, if you want a new bonnet, of course you don't go to the carpenter shop for it. So it is with the school house. You come here to learn, and this is the proper place. I know it is hard and irksome sometimes, but don't give it up, and always obey your teachers. But I was going to tell you a story:— When I was a little boy, somebody made me a present of a kite, and a package of twine nearly as large as my head. As soon as the wind was favorable, I went into a field with a number of boys to fly my kite. Up it went, beautifully till almost out of sight. It pulled very hard, but we held on to the string. Now if we had cut that string what do you suppose would have become of the kite? I will tell you; it would have come down of a sudden, and the fall would have broken it all to pieces. Boys, you are just as that kite was, pulling away at the string, and fretting because you can't get your liberty; don't cut it, for you will surely come down, and, like that poor kite, never be worth anything afterwards.

The exercises of the occasion were then concluded by a song by the school, after which the happy multitude dispersed.





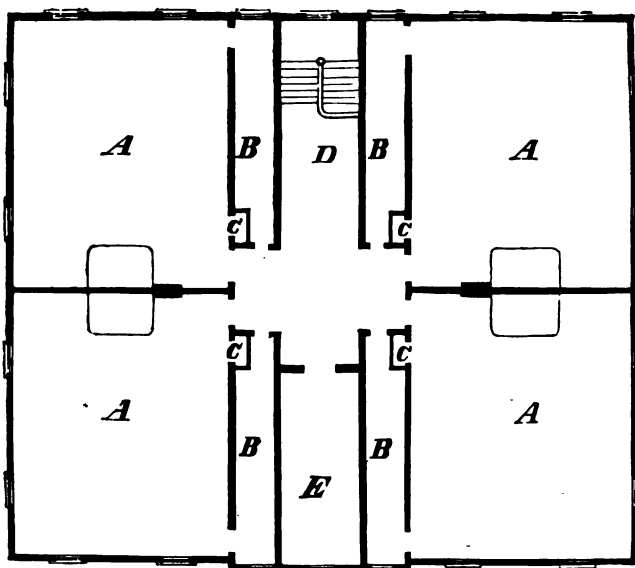
COTTAGE GROVE SCHOOL,
Douglas Place.



PLAN OF FIRST FLOOR,
COTTAGE GROVE SCHOOL.

A. A. A. A.—School Rooms.
 B. B. B. B.—Dressing Rooms,

C. C. C. C.—Teachers' Closets,
 D. —Corridor.



PLAN OF SECOND FLOOR,

COTTAGE GROVE SCHOOL.

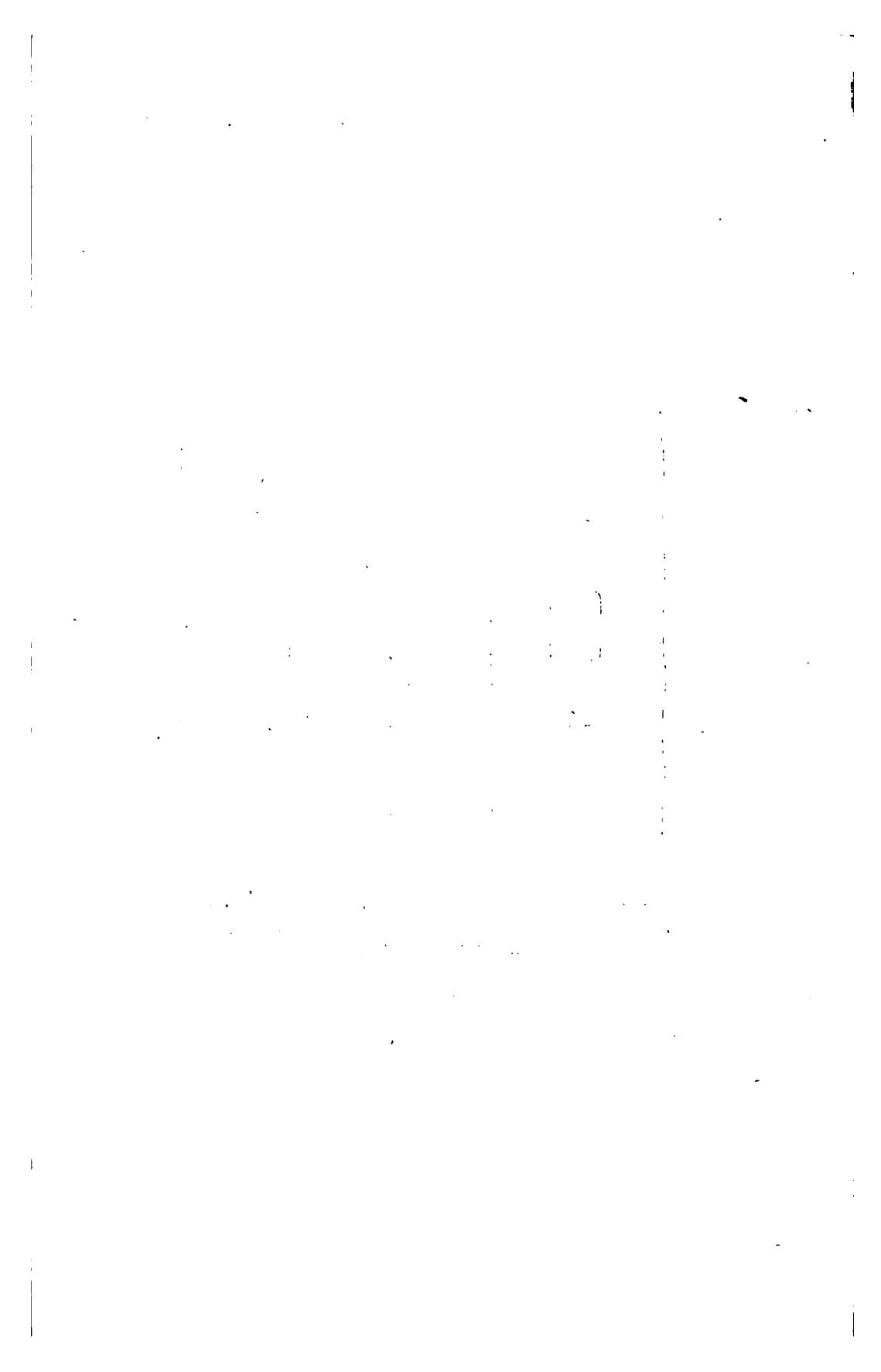
A. A. A. A.—School Rooms.

C. C. C. C.—Teachers' Closets.

B. B. B. B.—Dressing Rooms.

D. —Corridor.

E.—Principal's Reception Room.



COTTAGE GROVE SCHOOL BUILDING.

THE Cottage Grove School building, erected in the fall of 1866, and first occupied January 2, 1867, is pleasantly located on Douglas Place, near Cottage Grove avenue, in the centre of a large lot, 200 by 231 feet, finely shaded by native forest trees.

The building is of wood, two stories high, and the general arrangement of school rooms and wardrobes is the same as in our full-sized brick buildings, as will be seen by the accompanying plans. The size of the building, on the ground, is 77 x 68.6 feet; it contains eight school rooms, each 27 x 33 feet, each school room having attached to it a wardrobe 5 x 27 feet. There is also a reception room in the front on the second floor over the entrance hall, 10 x 23 feet. The building is heated by one Lawson furnace and four stoves; and is seated throughout with Chase's single cherry seats and desks.

Cost of lot,	-	-	-	-	\$ 6,400.00
" building, including outhouses,					13,643.65
" furniture and heating apparatus,					2,963.17
" plumbing work, -	-	-	-		157.10
" fences, sidewalks, &c., -	-	-	-		931.00
Total cost,	-	-	-	-	<u>\$24,094.92</u>

WALSH STREET, PEARSON STREET PRIMARY
AND ELIZABETH STREET PRIMARY
SCHOOL BUILDINGS.

THESE buildings are all of the same size and internal arrangement as the Cottage Grove School building already described. The Pearson Street Primary and the Elizabeth Street Primary buildings were opened January 2, 1867, and the Walsh street building was opened May 6, 1867.

WALSH STREET SCHOOL.

This building is located in the south-western part of the city, on the corner of John and Walsh streets; size of lot, 158 feet 5 inches front on Walsh street, by 239 feet in depth on John street, and 150 in depth on the alley on the east side of the lot. The building is heated by stoves, and seated with single cherry seats and desks.

Cost of lot,	-	-	-	-	\$ 7,000.00
“ building, including outhouses,					13,043.15
“ furniture and stoves,	-		-		2,557.50
“ fences, sidewalks, &c.,	-		-		757.52
Total cost,	-	-	-	-	<u>\$23,358.17</u>

PEARSON STREET PRIMARY SCHOOL.

This building is located in the North Division of the city, at the corner of Pearson and North Market streets; size of lot, 239 x 108 feet; heated by two Mason & Brownell furnaces and four stoves; and seated with single cherry seats and desks.

Cost of lot, - - - -	\$15,730.00
“ building, including outhouses, 13,646.40	
“ furniture and heating apparatus, 2,811.00	
“ sewer and plumbing, - -	479.70
“ fences and sidewalks, -	802.00
<hr/>	
Total cost, - - - -	\$33,469.10

ELIZABETH STREET PRIMARY SCHOOL.

This building is in the West Division of the city, located on the corner of Lake and Elizabeth streets; size of lot, 206 x 164 feet. The building is heated by stoves, and is seated with single cherry seats and desks.

Cost of lot, - - - -	\$16,258.00
“ building, including outhouses, 12,413.15	
“ furniture and heating apparatus, 2,457.50	
“ sewer and plumbing work, -	596.10
“ fences and sidewalks, - -	732.00
<hr/>	
Total cost, - - - -	\$34,456.75

T A B L E

SHOWING THE LOCATION, SIZE AND VALUE OF SCHOOL LOTS
BELONGING TO THE CITY.

Schools.	Location.	Size.	Value.
High	Monroe street, bet. Desplaines and Halsted...	203x186	\$ 20,300
Dearborn	Madison, bet. State and Dearborn.....	130x162	78,000
Jones	Cor. Clark and Harrison.....	{ 150x212 50x106 }	45,000 5,000
Scammon.....	Madison, bet. Union and Halsted.....	203x205	30,450
Kinsie	Cor. Ohio and LaSalle.....	197x 90	16,745
Franklin.....	Cor. Division and Sedgwick.....	181x264	18,100
Washington.....	Cor. Indiana and Sangamon.....	200x116	8,000
Moseley.....	Cor. 24th Street and Michigan Avenue.....	200x224	25,000
Brown	Warren, bet. Wood and Page.....	262x122	20,960
Foster	Cor. Union and O'Brien.....	200x172	12,000
Ogden	Chestnut, bet. Dearborn and Wolcott.....	179x108	12,530
Newberry.....	Cor. Willow and Orchard.....	200x148	8,000
Wells	Cor. Reuben and Cornelia.....	250x180	7,500
Skinner.....	Cor. Aberdeen and Jackson.....	145x189	11,600
Haven	Wabash Avenue, bet. 14th and 16th.....	150x170	19,500
Cottage Grove.....	Douglas Place, near Cottage Grove Avenue.	200x231	6,400
Bridgeport	Archer Road and Bridge Street.....	{ 115x237 Triangl'r }	3,000
Holstein.....	Courtland Street, near Henshaw.....	100x145	1,500
Walsh Street.....	Cor. John and Walsh Streets.....	158x195	7,000
Pearson St. Primary.	Cor. Pearson and North Market Streets.....	239x108	15,730
Elizabeth St. Primary	Cor. Lake and Elizabeth Streets.....	206x164	16,258
Rolling Mill Primary.	Cor. Reuben Street and Waubansia Avenue	288x288	4,000
Total Valuations....			\$392,573

The following lots have also been purchased, and buildings are in course of construction on all but the Reuben Street lot:

Dore School,	Harrison Street, East of Halsted.....	200x111	\$ 10,500
Holden "	cor. Deering and Thirty-first Streets.....	200x262	6,000
Carpenter "	cor. Center Avenue and Second Street	205x213	10,000
Hayes "	Leavitt, bet. Walnut and Fulton Streets.....	264x124	9,950
"	Reuben, bet. Sampson and Hastings Streets.....	264x144	5,000
Total of all School lots.....			\$434,023

TABLE

SHOWING THE DATE OF ERECTION, CHARACTER AND VALUE
OF SCHOOL BUILDINGS BELONGING TO THE CITY.

	When Erected.	Materials.	Height	Size.	How Heated.	Value.	Present Condition
High,.....	1856	Stone.	Three Stories.	53 x 90 feet.	Steam.	\$ 30,000	Good.
Dearborn,.....	1844	Brick.	Two Stories.	60 x 80 feet.	Stoves.	8,750	Poor.
Jones,.....	1844	Brick.	Two Stories.	53 x 71 feet.	Stoves.	10,500	Poor.
“ Branch,	1858	Wood.	Two Stories.	26 x 45 feet.	Stoves.	2,200	Fair.
Scammon,.....	1846	Brick.	Two Stories.	50 x 72 feet.	Stoves.	10,500	Fair.
“ Branch,	1862	Wood.	Two Stories.	60 x 36 feet.	Stoves.	4,000	Good.
Kinzie,.....	1845	Brick.	Two Stories.	46 x 71 feet.	Stoves.	10,500	Poor.
“ Branch,	1862	Wood.	Two Stories.	56x39 with } wing 26x44 } ft.	Stoves.	5,000	Good.
Franklin,.....	1851	Brick.	Two Stories.	45 x 70 feet.	Stoves.	10,500	Fair.
“ Branch,	1862	Wood.	Two Stories.	56x39 with } wing 26x44 } ft.	Stoves.	5,000	Good.
Washington, ..	1851	Brick.	Two Stories.	45 x 70 feet.	Stoves.	10,500	Fair.
“ Branch,	1852	Wood.	Two Stories.	56x39 with } wing 26x44 } ft.	Stoves.	5,000	Good.
“ “	.....	Wood.	Two Stories.	.....	Stoves.	500	Poor.
Moseley,.....	1856	Brick.	Three Stories.	78 x 58 feet.	Steam.	24,000	Good.
“ Branch*	.....	Wood.	One Story.	22 x 44 feet.	Stoves.	800	Fair.
Brown,.....	1857	Brick.	Three Stories.	60 x 84 feet.	Steam.	26,000	Good.
Foster,.....	1857	Brick.	Three Stories.	60 x 84 feet.	Furnace.	26,000	Good.
“ Branch,	1855	Wood.	Two Stories.	26 x 42 feet.	Stoves.	2,000	Fair.
“ “	1862	Wood.	Two Stories.	44 x 53 feet.	Stoves.	4,000	Good.
“ “	.....	Wood.	One Story.	.....	Stoves.	1,500	Fair.
Ogden,.....	1856	Brick.	Three Stories.	60 x 80 feet.	Steam.	25,000	Good.
Newberry,.....	1858	Brick.	Four Stories.	74x78 with } wing 60x58 } ft.	Stoves.	35,000	Good.
Wells,.....	1865	Brick.	Four Stories.	68 x 86 feet.	Steam.	35,000	Good.
Skinner,.....	1859	Brick.	Four Stories.	74x78 with } wing 60x58 } ft.	Steam.	35,000	Good.
Haven,.....	1862	Brick.	Four Stories.	68 x 86 feet.	Steam.	30,000	Good.
Cottage Grove,	1866	Wood.	Two Stories.	77 x 68½ feet.	F. & Stoves	13,500	Good.
Bridgeport, ..	.....	Wood.	Two Stories.	28x66 with } wing 24x40 } ft.	Stoves.	2,000	Fair.
Holstein, .....	.....	Wood.	One Story.	24 x 72 feet.	Stoves.	1,800	Good.
Walsh Street, ..	1866	Wood.	Two Stories.	76 x 68½ feet.	Stoves.	13,500	Good.
Pearson st Pr'y	1866	Wood.	Two Stories.	76 x 68½ feet.	F. & Stoves	13,500	Good.
Elizabeth do	1866	Wood.	Two Stories.	76 x 68½ feet.	Stoves.	13,500	Good.
Rolling Mill do†	1855	Wood.	Two Stories.	42 x 46 feet.	Stoves.	1,800	Fair.
Total value of School Buildings.....						\$416,850	

* This building was originally located on Douglas Place, and occupied by the South Chicago School, (now known as the Cottage Grove School,) till the completion of their new building.

† This building was originally erected in the Brown School district, removed to the Wells School district in 1859, and again removed to its present location in the fall of 1866.

REPORT

OF THE

AUDITING AND FINANCE COMMITTEE.

YOUR Auditing and Finance Committee would respectfully present the following report of expenditures for the School year ending July 31, 1867:

EXPENDITURES.

For Salaries of Teachers,.....	\$227,524.97
" Salaries of Superintendent and Music Teachers,.....	6,405.89
" Salaries of Clerk, Building and Supply Agent, and Office Messenger,.....	4,587.44
" Fuel,.....	16,365.08
" Janitors' wages, including cleaning of School buildings,.....	14,876.78
" Repairs, Supplies, Stationery, etc.	26,912.73
" Permanent Improvements, independent of contracts for erection of new buildings,.....	32,060.28
" Payments on School lots,.....	39,978.00
" Interest on indebtedness for School lots,.....	2,294.82
" Interest on borrowed money,.....	4,363.50
" Balance due on contract for painting Wells School Building,.....	313.60
" Balance due on contract for heating apparatus of Wells School Building,.....	3,098.19
" Cottage Grove School Building,.....	13,643.65
" Walsh Street School Building,.....	13,043.15
" Pearson Street Primary School Building,.....	13,646.40
" Elizabeth Street Primary School Building,.....	12,413.15
" part payment of Architect for plans, and for superintending erection of the four last named buildings,	500.00
Total,.....	\$432,027.63

We would also respectfully submit the annual report of the School Agent, showing the receipts and expenditures of the School Fund for the year ending July 31, 1867, and its present condition.

REPORT OF SCHOOL AGENT.

STATEMENT OF RECEIPTS AND EXPENDITURES, AND CONDITION OF THE
SCHOOL FUND FOR THE YEAR ENDING JULY 31, 1867.

RECEIPTS.

The Receipts have been as follows:

Cash on hand, August 1st, 1866,			\$ 1,220.57
MOSELEY FUND.—From bequest of F. Moseley, Esq.,	\$9,400.00		
NEWBERRY FUND.—From interest coupons, on bonds,	70.00		
BILLS RECEIVABLE.—From Amos G. Throop's note,...	\$600.00		
" John L. Gross' note,	400.00		
" P. Carlin's note,	100.00		
" A. H. Hoald's note,	50.00	1,150.00	
INTEREST.—From bonds, loans, deposits, and from sundry persons for non-payment of rent when due,		8,003.32	
RENTS.—From lease of School lots and lands,		34,555.98	
TEACHERS' FUND.—From City School Tax Fund,		164,100.00	
STATE DIVIDEND.—From J. F. Eberhart, School Com.			
Balance of tax of 1865,	2,616.79		
Tax of 1866,	27,000.00	29,616.79	246,896.09
Total,			\$248,116.66

EXPENDITURES.

The Expenditures have been as follows:

MOSELEY BOOK FUND.—For Books, etc,	\$210.33		
FOSTER MEDAL FUND.—For medals, etc,	122.70		
JONES FUND.—For Books, etc,	30.44		
CASPER LAUER FUND.—For interest to heirs,	120.00		
NEWBERRY FUND.—For Books, etc,	168.43		
BILLS RECEIVABLE.—For loan to Mary Hyde,	\$850.00		
" " " John J. Fonte,	600.00		
" " " William J. Slee,	428.36	1,878.36	
TEACHERS' PAY ROLLS.—For Superintendent's and Teachers' salaries,		233,936.88	
EXPENSE.—For salary of School Agent,	300.00		
" expense of Census Canvas,	1,070.65		
" services of Appraisers of lots,	40.00	1,410.65	
J. N. BARKER LOT.—For Mrs. M. M. O'Donoghue, dower		75.00	
BONDS.—For City of Chicago Bonds, letter R., Nos. 46 to 55 inclusive, \$1,000 each,		9,400.00	\$247,392.79
Cash on hand, August 1st, 1867,			763.87
Total,			\$248,116.66

CONDITION OF SCHOOL FUND, AUGUST 1st, 1867.

PRINCIPAL,		\$52,040.00	
WHARFING LOT FUND,		61,129.57	
MOSELEY BOOK FUND—Principal,		10,366.26	
FOSTER MEDAL FUND—Principal,	1,000.00		
“ “ Interest,	8.54	1,006.54	
JONES FUND—Principal,	1,000.00		
“ “ Interest,	408.40	1,408.40	
CASPER LAUER FUND—Principal,		1,000.00	
NEWBERRY FUND—Principal,	1,000.00		
“ “ Interest,	69.00	1,069.00	
TEACHERS' FUND,		560.89	
TEACHERS' PAY ROLLS,		40.86	\$128,621.52

Invested as follows:

City of Chicago Water Loan Bonds,	\$96,290.00		
City of Chicago Municipal Bonds,	10,400.00	\$106,690.00	
Bills Receivable, secured by mortgage,		14,150.07	
Bills Receivable, personal security,		1,380.00	
Bills Receivable, in suspense,		814.32	
Railroad, for Block 88, S. S. Addition,		563.08	
Real Estate,		1,002.75	
Joseph N. Barker lot,		3,257.43	
Cash on hand, August 1st, 1867,		763.87	\$128,621.52

C. C. CHASE, *School Agent.*

In this connection we would state that the School Agent has received during the past year, from the Executors of the estate of the late Flavel Moseley, Esq., the sum of \$9,400, the amount of Mr. Moseley's bequest to the Moseley Book Fund, less the internal revenue tax.

Respectfully submitted.

J. F. BALLANTYNE,	} <i>Auditing and Finance Committee.</i>
L. L. BOND,	
A. W. TINKHAM.	

REPORT OF COMMITTEE
ON
TEXT BOOKS AND COURSE OF INSTRUCTION.

YOUR Committee on Text Books and Course of Instruction would report the following list of Text Books in use in the High and District Schools of the city :

TEXT BOOKS USED IN THE HIGH SCHOOL.

GENERAL DEPARTMENT.

1. Preparatory Studies reviewed, using the text books authorized in the District Schools.
 2. Warren's Physical Geography.
 3. Weber's Universal History.
 4. Ray's Higher Arithmetic.
 5. Ray's Algebra.
 6. Davies' Legendre.
 7. Davies' Plane and Spherical Trigonometry.
 8. Davies' Mensuration.
 9. Gillespie's Surveying.
 10. Hanaford & Payson's Elementary Book-keeping.
 11. Gray's Botany.
 12. Robinson's Elementary Astronomy.
 13. Cutter's Physiology.
 14. D. A. Wells' Natural Philosophy.
-

15. D. A. Wells' Chemistry.
16. Hitchcock's Geology and Mineralogy.
17. Coppee's Rhetoric.
18. Wayland's Political Economy.
19. Shurtliff's Governmental Instructor and Constitution of the United States.
20. Haven's Mental Philosophy.
21. Cleveland's English Literature.
22. Hillard's Sixth Reader.
23. Coronet.
24. Woodbury's German Series.
25. Schiller's William Tell.
26. Schiller's Maria Stuart.
27. Fasquelle's French Course.
28. Chapsal's Literature Française.

CLASSICAL DEPARTMENT.

- Nos. 1, 2, 3, 4, 5, 6, 13, 14, 21, 22, 23.
Andrews' and Zumpt's Latin Grammars.
Harkness' Arnold's First Latin Book.
Andrews' Latin Reader.
Andrews' Latin Prose Composition.
Andrews' Cæsar.
Johnson's Cicero.
Bowen's Virgil.
Andrews' Latin Lexicon.
Anthon's Classical Dictionary.
Crosby's Greek Grammar.
Crosby's Greek Lessons.
Arnold's Greek Prose Composition.

Felton's Greek Reader.
Boise's Xenophon's Anabasis.
Owen's Homer's Iliad.
Liddell & Scott's Greek Lexicon.

TEXT BOOKS USED IN THE DISTRICT SCHOOLS.

Hillard's Fifth and Sixth Readers.
Parker & Watson's First, Second and Third Readers.
Parker & Watson's Elementary Speller and Pictorial Primer.
Charles A. Goodrich's History of the United States.
Kerl's Common School Grammar.
Warren's Common School Geography.
Mitchell's Primary Geography.
Robinson's Practical Progressive Arithmetic.
Robinson's Rudiments of Arithmetic.
Colburn's Intellectual Arithmetic.
Emerson's First Part.
Payson, Dunton & Scribner's Writing Books.
Webb's Charts.
Philbrick's Primary School Tablets.
Webster's Primary School Dictionary.
Merry Chimes and Song Bird, No. 2.
Movable Cards, with Words and Letters for the use of the Tenth Grade.

Dictionaries. — Webster's and Worcester's Quarto Dictionaries shall be used as authority in Definitions; and Webster's Dictionary as authority in Orthography and Pronunciation; but the orthography of any

scholar, in exercises of composition, shall not be deemed incorrect if in accordance with either Webster or Worcester.

By comparing the list with that published last year, it will appear that but two changes have been made. "Robinson's Rudiments of Arithmetic" was introduced at the opening of the year, September, 1866. At the meeting of April 3, 1867, your Committee recommended the adoption of "Coppee's Rhetoric," in the place of "Quackenbos' Rhetoric," in the High School, which recommendation was acted on at the meeting of June 4th, and adopted; change to take effect at the opening of the next school year, September, 1867.

Respectfully submitted.

W. H. RYDER,	}	<i>Committee on Text Books and Course of Instruction.</i>
L. L. BOND,		
A. W. TINKHAM,		

REPORT OF COMMITTEE
ON
RULES AND REGULATIONS.

YOUR Committee on Rules and Regulations would respectfully report the following as the most important changes made, during the past year, in the rules and regulations for the government of our public schools :—

In the month of January, 1867, the Superintendent called the attention of the Board to the over-crowded condition of the lower divisions in a majority of the schools, and presented the following preamble and resolution as the most effectual means of meeting the case, until more ample accommodations can be secured, to wit. :—

WHEREAS, Many of our schools are crowded to excess, and we have no means adequate to supply the demand for school accommodations, and

WHEREAS, The over-crowding of our schools, to which we have felt compelled to resort, has seriously impaired their efficiency ; therefore —

Resolved, That until such time as we can furnish accommodations to all who are entitled to school privileges, or, at least, to such as earnestly desire them, we instruct the Principals of the several schools to examine all applicants, and to place their names on a list to await vacancies

in the grades to which they are assigned upon examination; and further, that all pupils suspended, when restored by the Superintendent, shall also have their names placed upon the list of applicants.

The resolution was adopted, and went into operation immediately.

ERRATUM.

Page 83, line 9, should read "*six half days' absence*," instead of "*six days' absence*."

... PART OF THE EXAMINATION
shall be prepared by the Principal of the Normal Department, subject to revision by the Superintendent. The examination shall be conducted by the Principal of the Normal Department, under the supervision of the Committee on the Examination of Teachers; and the list of admissions to the Normal Department shall be published at the same time that the list of admissions to the General Department is published.

In May, 1867, the time for fixing the salaries of teachers was changed from the last regular meeting of the Board before the close of the school year, to the first meeting of the Board after its annual organization, all changes adopted at such time to take effect at the opening of the succeeding term.

At a subsequent meeting, during the same month, the Board authorized the appointment of a Com-

mittee on Music, to be one of the Standing Committees of the Board, to whom was referred the whole matter of arranging the number of lessons in music to be given in each school, length of time to be devoted to each lesson, and all other matters relating to instruction in music in the public schools.

In August, 1867, the rule for suspension of pupils for absence, was so changed as to require a suspension for absence in all cases after *six days' absence in four consecutive weeks*, the rule previously having allowed eight half-days' absence in four consecutive weeks in the Primary Divisions. This rule is to go into effect October 1st.

The following additional rule was also adopted at the same meeting:—

The Principal and Head Assistant of each District School shall be in attendance at their respective school buildings on the last day preceding the opening of each term (Sundays and Holidays excepted, when they shall meet on the day next preceding,) to receive applications for admission to the school. In term time, applications for admission shall be received only during the first school session of each week.

Respectfully submitted.

R. M. GUILFORD,	}	<i>Committee on Rules and Regulations.</i>
J. H. FOSTER,		
T. M. AVERY,		

CHICAGO, AUGUST 31, 1867.

NOTE.—Since the date of the above report, at the regular meeting of September 3d, the time for holding examinations of female teachers was changed from the Friday preceding the opening of each term, to the third Friday of each month.

REPORT OF COMMITTEE

ON

EXAMINATION OF TEACHERS.

THE following table will show you the result of our year's labor. It will also give the work of the Committee on Appointment of Teachers:—

EXAMINATIONS FOR THE YEAR ENDING JUNE 1, 1867.

DATE.	NUMBER EXAMINED.		CERTIFICATES AWARDED.		APPOINTMENTS.	
	Males.	Females	Males.	Females	Males.	Females
* July 3, 1866,.....		22		22		21
July 24, 1866,.....	3		0			
August 3, 1866,.....		4		4		2
August 4, 1866,.....		1		1		1
August 10, 1866,.....		1		1		1
August 16, 1866,.....		1		1		1
August 17, 1866,.....	6		3	0	2	
August 20, 1866,.....		3		2		1
August 31, 1866,.....		44		22		18
September 3, 1866,.....		1		1		1
September 10, 1866,.....	1	2	1	0	1	
November 14, 1866,.....	1	5	0	4		4
November 27, 1866,.....		1		0		0
December 28, 1866,.....		29		8		5
February 15, 1867,.....		6		4		3
March 4, 1867,.....		2		1		1
March 25, 1867,.....		1		1		1
March 26, 1867,.....		1	0	0		0
April 17, 1867,.....	3	2	0	1	0	1
May 3, 1867,.....		36		15		11
June 4, 1867,.....		2		1		0
Total,.....	14	164	4	89	3	72

* Normal class of 1866.

It will be observed that we have held a large number of examinations. Following the recommendations of the Committee, as embraced in the last report, we have examined, at special examinations, applicants who have had at least two years experience as teachers of graded schools. At the regular examinations also, upon August 31st, December 28th and May 3d, we divided the applicants into classes, giving to experienced teachers a different examination from that given others.

The plan seems to have worked well, and we advise its continuance.

Of the eighty-nine teachers to whom Partial Certificates were awarded, twenty-seven have also received the Full Certificate.

Respectfully submitted.

M. W. LEAVITT,	}	<i>Committee on Examination of Teachers.</i>
E. BLACKMAN,		
L. L. BOND,		
S. A. BRIGGS,		
J. L. PICKARD,		

REPORT OF COMMITTEE

ON

MEDALS AND REWARDS.

YOUR COMMITTEE ON MEDALS AND REWARDS WOULD respectfully report the award of Prize Life Scholarships in Bryant & Stratton's Commercial College, and of Foster Medals, to the following persons at the close of the school year in July :—

AWARD OF BRYANT & STRATTON PRIZE LIFE SCHOLARSHIPS.

HIGH SCHOOL,—General Department. Walter C. Larned.

“ “ Normal “ Florence S. Tullis.

DEARBORN SCHOOL,.....Josie A. Balkam.

JONES “Augusta Rosenberg.

SCAMMON “Emily M. Carlisle.

KINZIE “Delia A. Ryan.

FRANKLIN “Maggie A. Sullivan.

WASHINGTON “Mary E. Culver.

MOSELEY “Henry A. Phillips.

BROWN “Emma G. Varian.

FOSTER “William T. Belfield.

OGDEN “Fannie P. Moss.

NEWBERRY “Michael Hartney.

WELLS “Ella Moore.

SKINNER “George C. Peckham.

HAVEN “Lila C. Jameson.

COTT. GROVE “William Hollis.

BRIDGEPORT “William H. Joyce.

HOLSTEIN “Edgar H. Tobey.

AWARD OF FOSTER MEDALS.

DEARBORN SCHOOL. — Marilla A. McMillan, Abbie G. Wells and Elizabeth L. Lillibridge.

JONES SCHOOL. — Alfred S. Porter, Julia M. Flynn and Henry E. Greenebaum.

SCAMMON SCHOOL. — Henrietta Greenebaum, Julia E. Smeeth, Lizzie M. Russell and Amelia S. Reid.

KINZIE SCHOOL. — Alexander G. Morgan.

FRANKLIN SCHOOL. — Jane F. McGuire, Willard H. Fuller and Louisa A. Chandler.

WASHINGTON SCHOOL. — Charles W. Commons, Michael Cooney, and George Ebeling.

MOSELEY SCHOOL. — Lina M. West, George G. McRoy, Anna J. Morton and William H. Harper.

BROWN SCHOOL. — Fanny M. Pickard, Fannie F. Bull, Jennie D. Phillips, Jennie O'Hara, Mary J. Reese and Emma J. Wheelock.

FOSTER SCHOOL. — John Dushek and Emma O. Moser.

OGDEN SCHOOL. — Joanna M. Tierney, Harry B. Jewett and Delia G. O'Neil.

NEWBERRY SCHOOL. — Martha J. Bird, Maggie Gubbins and Mary Cahill.

WELLS SCHOOL. — Marian T. Darcy.

SKINNER SCHOOL. — Willamina M. Gils, Maria C. Owens, Frances E. Rowan, Ellen J. Tomlinson, Helen D. Shipman and Abbie M. Barry.

HAVEN SCHOOL. — Anna A. Nash and M. Ellen Wood.

COTTAGE GROVE SCHOOL. — Maggie Hardinge.

BRIDGEPORT SCHOOL. — Margaret L. Corkery.

PORTER TELEGRAPH PRIZE SCHOLARSHIPS.

During the past year, E. P. Porter, Esq., President of Porter's Telegraph College of this city, donated

one Life Scholarship in Porter's Telegraph College, to the graduating class of each of the District Schools of the city, and one Life Scholarship to each Department of the High School, *annually for the period of ten years*, to be awarded to the pupil in each of the District Schools, and in each Department of the High School, whose general average shall be the highest among those who have been neither absent nor tardy during the year next preceding such award.

The following is the award made July, 1867:—

HIGH SCHOOL—General Dep't.....	Annie W. Miller.
“ “ Normal “	Emma Thompson.
DEARBORN SCHOOL,.....	John B. Adams.
JONES “	Anna E. Hughes.
SCAMMON “	Sarah E. Lusk.
KINZIE “	Jas. W. McDermott.
FRANKLIN “	Kate O'Brien.
WASHINGTON “	Isadore Seneschal.
MOSELEY “	Charles A. Blatony.*
BROWN “	Thomas M. Lee.
FOSTER “	Joseph Uhrig.
NEWBERRY “	Jacob Buschwah.
WELLS “	Theodore Juergens.
SKINNER “	Henry F. Hart.
HAVEN “	Frederick Crumbaugh.

Respectfully submitted.

J. H. FOSTER,	} Committee on Medals and Rewards.
W. H. RYDER,	
T. M. AVERY,	

NOTE.—The only person entitled to this Prize in the Ogden School was deprived of it by the rule of the Board, she having received a Foster Medal.

* Died by drowning, July —, 1867.

R E P O R T
O F
COMMITTEE ON EVENING SCHOOLS.

YOUR Committee would respectfully report that on the thirteenth day of November, 1866, Evening Schools were opened in the Dearborn, Franklin, Washington, Foster and Haven School buildings, which continued in session thirteen weeks, closing February 13, 1867.

Your Committee find, upon examination of the attendance, that a very large per centage of the pupils of 1866-7 were those who had been present in, and derived great benefit from the Evening Schools of the previous year; and their great eagerness to continue their studies, which had not been neglected during the summer, is the best evidence of the utility of the enterprise. These schools afford facilities which are earnestly demanded and eagerly sought after by all classes, ages and conditions, and the perfect order manifested, and the great desire to learn evinced, are the surest indications of their usefulness, and the most potent arguments for their perpetuity.

EVENING SCHOOLS—COMMENCED NOVEMBER 13, 1866—CLOSED FEBRUARY 13, 1867.

ENROLLMENT AND ATTENDANCE.

SCHOOLS.	No. Enroll'd	1st Week.	2d Week.	3d Week.	4th Week.	5th Week.	6th Week.	7th Week.	8th Week.	9th Week.	10th Week.	11th Week.	12th Week.	13th Week.	TOTAL AVERAGE
Dearborn,.....	806	184	259	264	272	290	249	246	229	264	191	231	202	187	229
Franklin,.....	691	142	220	248	266	248	243	222	198	195	164	184	147	155	242
Washington,.....	463	106	153	170	174	160	168	146	140	129	115	155	139	146	146
Foster,.....	798	133	214	255	272	281	292	264	223	238	205	233	183	206	231
Haven,.....	464	73	151	166	170	167	168	164	133	118	101	102	83	87	129
Total,.....	3212	638	1007	1101	1164	1066	1120	1082	923	914	776	905	764	739	937

ABSTRACT OF ENROLLMENT, ATTENDANCE AND EXPENDITURES.

SCHOOLS.	Total Enrollment for the entire session.	ATTENDANCE.						EXPENDITURES.						COST PER PUPIL.	
		Av. Attendance for the entire session.	Per ct. of Av. Attendance on Enrollment.	November.	December.	January.	February.	Amount paid to Teachers.	Amount paid to Janitors.	Amount paid for Fuel.	Amount paid for Light.	Total Expenditures			
Dearborn,	806	229	28.4	236	254	225	207	\$1393.00	\$67.00	\$131.25	\$ 75.55	\$1656.80	\$2.05	7.24	
Foster,	798	231	28.9	201	274	233	200	1244.00	69.15	137.50	129.46	1580.11	1.98	6.64	
Franklin,	691	202	29.2	207	245	170	162	1175.00	57.00	131.25	62.62	1429.87	2.06	7.06	
Haven,	464	129	28.4	130	165	127	91	857.90	57.00	96.25	66.38	1165.38	2.56	9.03	
Washington,	463	146	31.5	143	162	132	146	857.90	57.00	96.25	69.07	1079.32	2.33	7.32	
Total,	3212	937	29.2	917	1100	887	806	\$5606.00	\$297.15	\$601.25	\$403.08	\$6907.48	\$2.20	7.50	

The apparent discrepancy between enrollment and attendance may be reconciled by the fact that many of the pupils cannot command *all* their evenings, while others are compelled to alternate and transfer to each other the information they obtain. The progress attained during the session has been important to those interested, and quite satisfactory to your Committee.

By comparing this report with that of last year, a marked improvement will appear in the following material points :—

The increase in total enrollment has been	-	828
The increase in average attendance has been		186
The decrease in cost per pupil on enrollment,	\$	.84
The decrease in cost per pupil on average attendance,	- - - - -	\$2.14

We annex the financial statement of the Evening Schools :—

Appropriation of 1866,	- -	\$6,000.00	
Unexpended balance, of appropriation of 1865,	}	1,255.75	\$7,255.75
From which deduct			
Expenditure of 1866-7, as per abstract,	}	6,907.48	
“ for introducing gas,		44.80	
“ advertising,	- -	4.80	6,957.08
			<hr/> \$298.67

Leaving a balance of two hundred ninety-eight

dollars sixty-seven cents to be added to the appropriation of 1867.

Respectfully submitted.

M. W. LEAVITT,	} <i>Committee on</i>
E. F. RUNYAN,	
S. A. BRIGGS,	
J. F. BALLANTYNE,	
R. M. GUILFORD,	

Evening Schools.

CHICAGO, AUGUST 31, 1867.

REPORT
OF
COMMITTEE ON GERMAN.

YOUR Committee on German begs leave to submit the following report:—

The study of the German language was first introduced, as an experiment, into the Washington School, at the opening of the school year, in September, 1865. The result was found so satisfactory that it was at once deemed expedient to extend the instruction to other schools, and at a regular meeting of the Board, July 12, 1866, it was resolved to introduce the study of the language into the Wells, Moseley, Franklin and Newberry Schools, which resolution was carried into effect at the commencement of the next year.

In the Washington School, in which the language has now been taught two years, the study has progressed to our entire satisfaction, under the tuition of Mrs. Caroline McFee; the first appointee to this position, Mrs. Reed, having been promoted to the position of teacher of German in the High School. The number of scholars is one hundred and forty,

about one-fifth of whom are of German parentage. In the upper class quite a number of scholars read, spell, translate and write the language fluently and correctly, while the great majority of the scholars are advancing creditably and steadily. A plan has been adopted in this school by which those scholars who, after the lapse of a reasonable space of time, show no interest in the study, and, without advancing themselves, only serve to keep better scholars back, are sent back to the regular course of English study—a plan which we believe to be an excellent one, which other schools would do well to adopt.

In the Moseley School, where all the children pursuing this branch of study are of American parentage, we noticed with satisfaction the advancement steadily made during the year, under the efficient teaching of Miss Marion L. W. McClintock, who, though herself an American, has zealously worked herself not only into the letter, but also into the spirit of the language. The number of children studying German is one hundred and thirty, and we noticed among them, with much satisfaction, children of some of the former most earnest opponents to the introduction of a foreign language into our public schools.

In the Franklin School, German is very efficiently taught by Miss Anna H. Achert to about one hundred and fifty pupils, a majority of whom are of German parentage. The children are progressing very creditably.

In the Wells School, this branch of instruction is in charge of Miss Frederica W. Ginther. The number of pupils was originally four hundred, but after it was decided that only the eight highest grades should have the privilege of attending the lessons in German, the number was reduced to about two hundred, which number has been gradually further reduced, until at present only one hundred and thirty are left.

In the Newberry School, the classes number about one hundred and fifty pupils. We do not consider the progress made in this school as satisfactory as in the other schools.

Your Committee believes that it would be very much to the interest of the teachers of German themselves, as well as to that of the pupils, if they would attend regularly the meetings of the Teachers Institutes, and there form a section of their own, under the direction of Mrs. Pauline M. Reed, the very efficient teacher of German in the High School, in order to discuss thoroughly the methods of teaching the language, and thus obtain greater uniformity of success.

Respectfully submitted.

EMIL DREIER, L. BRENTANO, F. A. EASTMAN,	}	<i>Committee on German.</i>
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CHICAGO, JULY 2, 1867.

REPORT
OF
COMMITTEE ON SALARIES.

THE Committee on Salaries report their action, and, so far as they have been able to ascertain, the result of it upon the schools for the past year. At the time of their appointment, they ascertained the salaries paid the teachers then engaged in the schools, and, as far as possible, endeavored to learn whether their qualifications were such as to command a greater or less salary. Upon a full discussion of the subject by the Committee, they were of the opinion that teachers qualified to teach in our schools should command better salaries than we were then paying; and for the purpose of retaining our best teachers, and of inducing other good and efficient teachers to make this their home, we recommended an advance in salaries. Our report for the most part was approved by this Board, and the wisdom of the policy then recommended has been fully sustained. The teachers have, with scarcely an exception, worked with commendable zeal; and never, in the history of our schools, have they stood better than now. The Committee feels that liberal

salaries should be paid as an inducement to engage talent, and they again recommend that no teacher should be employed except he or she be competent to teach *the entire man*. Let our children be so taught that they do not need re-teaching, and our money is well expended, (whether it be little or much;) but no matter how small the salary, if paid to an incompetent teacher, it is worse than thrown away.

The Committee, after careful consideration, and with a full desire to do exact justice to our schools, as well as the supporters of them, has deemed it advisable that the salaries of our teachers remain the same as the past year, leaving the same power with the Committees on the Appointment of Teachers and on Salaries as now, and would therefore recommend that the following scale be adopted for the ensuing school year, viz.:

Principal of the High School,.....	\$2,400.00 per annum		
“ “ Normal Department,.....	2,200.00	“	“
Male Assistants in the High School, except the Teacher of French,.....	2,000.00	“	“
Teacher of French,.....	800.00	“	“
Training Teacher,.....	1,100.00	“	“
Female Assistants in the High School,.....	1,000.00	“	“
Principals of the District Schools, except the Bridgeport, } Cottage Grove, Walsh Street, and Holstein Schools:			
For the first year,.....	1,800.00	“	“
For the second year,.....	1,900.00	“	“
For the third year and subsequently,....	2,000.00	“	“
Principals of the Cottage Grove, Bridgeport, and Walsh Street Schools,	1,800.00	“	“
Principals of the Holstein, Pearson Street Primary, Elizabeth } Street Primary, and Rolling-Mill Primary Schools,.....	1,000.00	“	“
Head Assistants,.....	1,000.00	“	“
Other Female Assistants in the District and Primary Schools :			
For the first fourteen weeks, at the rate of.....	450.00	“	“
For the first year thereafter,.....	550.00	“	“
For the second year,.....	650.00	“	“
For the third year and subsequently,.....	700.00	“	“
Teachers of Vocal Music,.....	2,000.00	“	“

The Clerk of this Board is now working on a salary of \$2,000 per annum, and the Building and Supply Agent on the same salary, and we do not deem either of these salaries too high for persons competent to fill the respective places.

The Superintendent of Public Schools has, prior to his last election, been engaged at a salary of \$3,000 per annum; by a vote of this Board he is to receive a salary at the rate of \$3,500 per annum, until his salary shall be fixed by this Committee. We believe that such compensation is due him, and we would therefore recommend that his salary be now fixed at the rate of \$3,500 per annum.

The Committee would further report that there are now three hundred and seventeen teachers engaged in our public schools; that the amount paid for teachers' salaries, including the Superintendent, from May 1, 1866, to May 1, 1867, was \$217,224.48; and that it will require about \$255,000 to pay the present corps of teachers at the present scale of salaries during the coming year.

Respectfully submitted.

E. F. RUNYAN,	} Committee on Salaries.
J. H. FOSTER,	
J. F. BALLANTYNE,	

CHICAGO, MAY 21, 1867.

R E P O R T
O F
COMMITTEE ON HIGH SCHOOL.

THE Committee on the High School would respectfully report that this important branch of our system of public instruction, is in good working order, and closed the current school year with the promise of increased usefulness.

Nothing of prominence has occurred during the year specially to mar the good name which the High School has justly earned, or in any way to impair its efficiency.

The High School building is fast becoming too small to accommodate those who desire and are qualified to receive its instruction. The attention of the Board has been already called to the necessity of providing similar schools in other portions of the city, or of so enlarging our school system as to embrace a still higher and more thorough course of study.

Stoves and furnaces have heretofore been used to heat the High School building. These have been displaced during the summer vacation, and an apparatus

to heat by steam introduced. The change, though somewhat costly, seemed to be necessary. The approaching winter will determine whether the new heating arrangements are satisfactory.

A few hundred dollars have been expended on the interior of the building, in tinting the walls, graining some portions of the wood work, varnishing, and in making certain much-needed alterations. For some time past our High School building has been somewhat unsightly, and it is a source of great gratitude that the dismal and rusty stoves and stove-pipes are at last removed, and that the walls of the rooms, and especially of the main hall, are made once more to look cheerful and clean. The only regret of your Committee in regard to these interior decorations, is that they make the grounds about the building look even more neglected and dreary than they did before.

A few changes have been made in the working force of the school. Mr. John G. R. McElroy and Mr. Carol Gaytes resigned at the close of the school year. Mr. Henry F. Munroe, Mr. Samuel F. Miller, Mr. Oliver S. Westcott and Mr. Henry W. Snow have been added to the list of teachers, and enter upon their duties at the opening of the school year for 1867-8.

More than once the attention of the Board has been called to the impression somewhat general in the community, that the pupils of the High School, during the first year of study there, are too severely

taxed, being required to learn nearly all their lessons out of school. Your committee, carrying out what they supposed to be the wishes of the Board, and acting in connection with the Superintendent and Principal, have considerably reduced the number of lessons for the first year, so that now the new and younger pupils have two hours in each session for study in school. This arrangement will, of course, greatly lessen the amount of study needful out of school.

An attempt has also been made to obviate a difficulty occasioned by the constant changing of the pupils from one room to another, for purposes of recitation. Heretofore the pupils have gone from their own rooms to the rooms of the teachers to whom they were to recite. This required much traveling up and down stairs, creating not only confusion, but injuring, it was feared, the health of the pupils. This trouble is, at least in part, remedied by requiring the teachers to go to the several classes, instead of having the classes come to them.

To meet the demand for direct training for college, a college course has been adopted, to take effect at the opening of the school year 1867-8. This new course is substantially the regular classical course shortened one year, by omitting from that course such English branches as are included in college study.

The following reports from the Principal of the High School, and from gentlemen appointed to con-

duct the annual examination in the several branches specially named in the accompanying papers, are of high public interest, and are submitted as a part of this report :

R E P O R T

O F T H E

P R I N C I P A L O F T H E H I G H S C H O O L .

To REV. W. H. RYDER, D. D.,

Chairman of Committee on High School :

SIR :— The records of the High School for the past year show the attendance to have been as follows :—

Males in the General Department,	-	-	118
Females “ “	-	-	226
Females in the Normal Department,	-	-	69
Total,	-	-	413
<hr/>			
Average number belonging,	-	-	350
Average daily attendance,	-	-	339
Per cent. of attendance,	-	-	96.7
Not tardy during the year,	-	-	211
Not absent or tardy,	-	-	51
Additional not absent,	-	-	60

EXAMINATION FOR ADMISSION.

The annual examination of candidates for admission to the High School was held June 26th, at which the following questions were presented. In making up the averages, Arithmetic, Grammar and Geography were counted twice.

QUESTIONS FOR NORMAL DEPARTMENT.

ARITHMETIC.

1. A., B. and C. can build a wall in 6 days; A. and B. can build it in 8 days; A. and C. can build it in 10 days. In what time can each man build it?

2. A boy bought a book, pen and slate for \$1. The book cost 60 cents; the book and slate cost 9 times as much as the pen. How much did each cost?

3. The sum of two numbers is 89; $\frac{7}{16}$ of the first is equal to $\frac{4}{7}$ of the second. What are the numbers?

4. Give the rule for compound division.

5. Divide $\frac{2\frac{1}{2}}{1\frac{1}{11}}$ of $\frac{2\frac{1}{3}}{1\frac{3}{4}}$ by $\frac{1\frac{5}{7}}{1\frac{1}{2}}$

6. Rules for calculating simple interest and for compound interest.

7. A man gave $\frac{1}{3}$ of his estate to his wife, $\frac{2}{3}$ of what then remained to his son, and $\frac{1}{3}$ of the remainder to his daughter, who received \$630. What was the whole estate?

8. When $\frac{4}{5}$ of the interest for 8 years equals $\frac{2}{3}$ of the principal, what is the rate per cent.?

9. A boy agreed to carry 32 glasses to a certain store

for 5 cents apiece, on condition that for each one he broke he should forfeit 10 cents. He received \$1. How many did he break?

10. A merchant bought 30 bbls. of flour for \$5 each, and sold $\frac{2}{3}$ of it at the rate of 3 bbls. for \$24, and the rest at cost. What per cent. did he gain?

GEOGRAPHY AND HISTORY.

1. What is the greatest latitude and the greatest longitude a place on the earth can have? Where must a place be situated to have neither latitude nor longitude?

2. Give the population of each of the Grand Divisions of the globe, and name and locate the largest city of each.

3. Name the capes that form the northern and southern extremities of the two Continents.

4. Name the principal railroads entering Chicago, and two important places on the line of each.

5. Give the name and location of the highest mountain in each Grand Division.

6. How can a boat pass from the mouth of the Amazon to that of the Orinoco?

7. Name three or more natural advantages a country must possess in order to increase rapidly in wealth and population.

8. Causes of the war of 1812.

9. First permanent settlement in North America.

10. Where and when was the Federal Constitution formed?

GRAMMAR.

1. Name three verbs which govern two objectives.

2. "Such as we esteem shall be invited." Parse *such* and *as*.

3. "A scholar who is studious will be respected by his teacher." Analyze.

4. Give the use of the period, semi-colon and comma, in punctuation.
5. Correct the following: "Here comes two men, either of which can do what you propose."
6. Write a composition of eight or nine lines, stating your object in entering the Normal School, and some of the essential qualities of a good teacher.
7. State the difference between personal and relative pronouns.
8. How do you determine the mode of a verb? Give examples.
9. "I have bought a farm, therefore I cannot come." What is the relation of the latter clause to the former? Which is the independent clause?
10. If the following expressions are correct, give the reasons, and state grammatical principles from which they differ: "He is gone." "The hour is come." "A more perfect civilization." "Which is the best of the two?"

QUESTIONS FOR GENERAL DEPARTMENT.

ARITHMETIC.

1. What will 57,685 bricks cost at \$13.75 per thousand?
2. A man owning $\frac{7}{8}$ of a vessel sold $\frac{1}{2}$ of his share to one man, and $\frac{1}{2}$ of what he had left to another, when his share that remained was found worth \$14,000. What was the value of the whole vessel?
3. How many times is $\frac{1}{3}$ of $2\frac{1}{2}$ contained in $2\frac{1}{2}$ times $\frac{1}{4}$ of 7?
4. My farm consists of 5 fields, containing $6\frac{1}{4}$ acres, $15\frac{7}{8}$ acres, $21\frac{1}{4}$ acres, $14\frac{3}{4}$ acres, and $31\frac{1}{2}$ acres, respectively. How many acres have I in my farm? Reduce to decimals before adding.
5. A man bought 56 bags of coffee, containing 125 lbs.

each, at 25 cents per lb., and paid for it with hay, weighing 87 tons and 10 cwt. How much was the hay worth per ton?

6. Find the amount of a note for \$650, on interest at 12 per cent. per annum, from May 15, 1865, to January 1, 1867.

7. What per cent. of 75 is 15 per cent. of 50?

8. What must I pay to-day for a note for \$375, due 2 years and 6 months hence, without interest, in order that I may realize 10 per cent. upon my investment?

9. Find square root of 32,041.

10. Define the terms *Composite Number* — *Cancellation* — *Greatest Common Divisor* — *Present Worth* — *Per Centage* — *Brokerage* — *Insurance* — *Duties* — *Compound Interest* — *Alligation Alternate*.

GRAMMAR.

1. Give three rules of Syntax respecting the objective case of Nouns or Pronouns.

2. Give two rules of Syntax respecting Verbs.

3. What Verbs may be followed by two objective cases?

4. Name the Parts of Speech and define each.

5. Write a sentence containing an Adjective in the Superlative Degree, properly used; one containing an Adjective in the Comparative Degree, improperly used.

6. Correct, if needed, and give reasons for corrections:

“Which do you like best—bread or fruit?”

“I was sorry not to have seen you.”

“If I was you I would go.”

7. Change the following sentences so as to avoid ambiguity:

“He should never marry a woman in high life, that has no money.”

“If the lad should leave his father, he would die.”

8. Analyze — “I believe he will succeed when he makes the effort.”
9. Parse italicized words in this sentence: “*He that would be wise, must apply himself closely.*”
10. Define *Complex Sentence* — *Compound Sentence* — *Subject* — *Predicate* — *Modifiers*.

GEOGRAPHY.

1. Name the capes at the Northern and the Southern extremities of each of the Grand Divisions of the Globe?
2. Which Grand Division of the Globe has the least broken coast line?
3. Name three inland lakes or seas of each Grand Division of the Globe.
4. What rivers drain the Atlantic slope of the U. S.? What the Central plain? What the Pacific slope?
5. Bound the most populous of the United States. Give the capitals of three of the smallest States.
6. Name a State whose principal production is lumber; one whose principal productions are cotton and woolen goods; one distinguished for stock raising.
7. Bound three countries in Europe that are considered the most powerful.
8. Name the seas entering the coast of Asia, in their order, commencing at Behring's Straits.
9. Name the principal rivers of Africa.
10. Through what waters and by what large groups of islands would you pass in making a voyage around the world?

HISTORY.

1. Name the nations from which discoverers came to this Continent, and the order of their discoveries.

2. Who settled Massachusetts? Who South Carolina? Who Maryland? Who Georgia?

3. Name the different wars upon this Continent previous to the Revolution, with date of commencement of each.

4. Why did the Colonists object to paying taxes to the British Government? What was the Stamp Act?

5. Who were in command of the opposing forces at the battle of Long Island? What battle followed the battle of Long Island?

6. In what battles did Lafayette aid the American forces?

7. What was the last general engagement of the Revolution in the States south of Virginia? Who was in command of the American forces in South Carolina, when the British were compelled to evacuate Charleston?

8. Name the Presidents who have been elected but once, in their order, and the Vice Presidents who have become Presidents.

9. In whose administration did the last war with England occur? Name two important land engagements, and two naval engagements of this war.

10. State what you know of Daniel Webster's public life.

SPELLING.

- | | |
|----------------|------------------|
| 1. Precipice. | 11. Corroborate. |
| 2. Mercantile. | 12. Combustible. |
| 3. Liquefy. | 13. Surname. |
| 4. Transition. | 14. Codicil. |
| 5. Guttural. | 15. Catechise. |
| 6. Exceed. | 16. Rebuff. |
| 7. Sirloin. | 17. Separable. |
| 8. Recommend. | 18. Superficial. |
| 9. Glossary. | 19. Turnkey. |
| 10. Until. | 20. Saunter. |

The result of the examination, (the per cent. for admission being 70,) is shown by the following table:—

SCHOOLS.	Number Examined.		Number Admitted.		Average Scholarship of those Examined.	Average age of those Admitted.		Admitted to Normal Department.	Total Admitted.
	Males.	Females	Males.	Females		Males.	Females		
Dearborn,.....	12	9	3	5	67	14 7	15 4		8
Jones,.....	8	15	8	14	77	14 8	15 1		22
Scammon,.....	6	25	6	23	77	13 10	15 2	3	32
Kinzie,.....	4	3	4	1	76	13 6	14 11		5
Franklin,.....	6	10	6	10	79	14 3	15 5	2	18
Washington,....	7	12	6	7	75	14 5	15 5		13
Moseley,.....	12	7	9	5	75	15 2	15 7		14
Brown,.....	18	21	15	20	79	15 3	15 7	4	39
Foster,.....	6	11	6	10	78	13 6	16 1	1	17
Ogden,.....	7	13	7	12	77	15 4	15 6		19
Newberry,.....	4	4	4	4	81	14 8	15 1	5	13
Wells,.....	4	2	1	1	69	13 6	16 0		2
Skinner,.....	18	24	12	19	75	15 1	15 6	5	36
Haven,.....	7	5	6	5	73	14 8	14 8	3	14
Cottage Grove, ..	2	5	1	4	76	16 2	16 2	1	6
Bridgeport,.....	1	4	.....	1	64	.....	15 7		1
Other Schools..								2	2
Total,.....	122	170	94	141	75	14 7	15 5	26	261

GRADUATES OF 1867.

The following are the names of the graduates at the Anniversary, July 3, 1867 :

GENERAL DEPARTMENT.

Charlotte E. P. Carbine,
 Cornelia L. Carpenter,
 Christina H. Chalmers,
 Francelia Colby,
 Isabella Cowan,
 Walter P. Dean,
 Max Frank,
 Henry C. Granger,

Ada Haven,
 Laura C. Henderson,
 L. Florence Horne,
 A. William Howe,
 Ella Irwin,
 Mary R. Jenks,
 Mary A. King,
 Walter C. Larned,

Ida Irene Law,
 Alfred B. Mason,
 Fannie M. Melick,
 Anne W. Miller,
 Florence M. B. Morton,
 Lucy R. Pitney,
 Esther A. Reese,
 Willhelmina R. Ryder,

Clara E. Sanborn,
 Laura N. E. Skaats,
 Samuel H. Smith,
 Mary R. Spilman,
 Mattie W. Stanley,
 Ormond Stone,
 Sarah Tipple,
 Edith J. Thomas.

NORMAL DEPARTMENT.

Augusta E. Anderson,
 Jennie S. Anderson,
 Lizzie A. Bailey,
 Ella Brainard,
 Louise Burcky,
 Susie A. Edwards,
 Bridget A. Enright,
 Lizzie Flaven,
 Flora E. Green,
 Mary Hennessy,
 Emma R. Locke,
 Ida G. Lum,
 Agnes Magee,

Mae Manford,
 Mary E. Minnis,
 Carrie A. Moore,
 Emelyn A. Palmer,
 Lizzie Reeder,
 Eva M. Ross,
 Libbie B. Sinclair,
 Lydia E. Spooner,
 Emma Thompson,
 Florence S. Tullis,
 Helen M. Waite,
 Maie Walker,
 Susie W. Woodford.

PRIZES.

The Bryan life membership in the Young Men's Association was awarded to Miss Mattie W. Stanley, and the scholarships in Bryant & Stratton's Commercial College to Walter C. Larned and Miss Florence S. Tullis.

Two scholarships in Porter's Telegraph College, for the highest scholarship of those pupils who were not absent or tardy during the year, were awarded to Misses Annie W. Miller and Emma Thompson.

GEO. HOWLAND, *Principal.*

REPORT OF COMMITTEE ON MATHEMATICS.

To REV. W. H. RYDER, D. D.,

Chairman of Committee on High School:

SIR: — We, your Committee on Mathematics, beg leave respectfully to report that we attended the recent examinations of the High School, each of us for three of the four half days, and one or the other of us during the whole of every examination in Mathematics, while both of us were present most of the time. The general character of the recitations differed but little from those of the last ten years, which at least one of your Committee has regularly attended as a spectator, being in no way inferior, and, in many respects, far superior to those of former years.

The order in the class rooms, with very few unimportant exceptions, was excellent; the attention good, and under the full control of the teacher, so that the minds of the pupils could be taxed to their fullest capacity, and thus *ed-u-ca-ted*, (drawn out.) Some pupils failed from timidity; but your Committee were pleased to see almost an entire want of that harshness and irritability on the part of the teacher, which only makes matters worse. While seeing much to admire in the class rooms of Messrs. Gaytes and Peabody, and Miss VanPatten, your Committee feels justified in making particular and honorable mention of Mr. Delano's recitation in Arithmetic. This gentleman evidently studies. His knowledge is fresh,

and his mind active, and in the mental conflict, his pupils are made to think, and to think methodically. We trust, however, that we shall not be considered out of our sphere, in making a few suggestions for improvement; certainly, if they are received in the same spirit in which they are offered, they can do no harm.

We found that two classes had spent the entire year, having four recitations each week, in Geometry, and had only passed over four books of Davies' Legendre, and five propositions in the fifth book. This is from three to four times as long as ordinary colleges spend upon the same. Your pupils are younger, and need more time than ordinary college students, but not so much as is here taken; as the remainder of Geometry and the whole of Trigonometry and Mensuration are passed over in a comparatively short time. If the time is properly apportioned, all these studies can be mastered in the time now devoted to them.

Another peculiarity which we noticed in all the recitations but one, and which has been common in all examinations of the High School for many years past, is this, viz. : —

At the beginning of the examination all the pupils, say forty, draw the papers, numbered from 1 to 40, upon which are written their subjects. No. 1 must recite in two or three minutes, while No. 40 has nearly an hour and a half to think of his subject, and with or without pencil and paper, he can try many

expedients. This is evidently unjust, as the examination marks are put upon record. All pupils should have about the same time to think.

We suggest the following remedy: — If it is desirable to follow the order of the book, let the subjects be made out and numbered as heretofore; have another set of papers with simply the numbers from 1 to 40 written upon them, and let all these be drawn by the pupils at the beginning. Then give the subjects from 1 to 5 to those holding the corresponding numbers. When No. 1 has recited, give No. 6 his subject; when No. 2 has recited, give No. 7 his subject, and so on, thus giving each pupil the same time to think. This will be found about right for mathematics, or any other recitations requiring writing upon the blackboard. In languages, history and such as require no writing, let the subjects be given only one or two, instead of five, in advance of the recitations.

If it is not desirable to follow the order of the book, dispense with all numbers, and call the pupils by name, to draw their subjects, just fast enough to keep work prepared for the recitation. In all cases exempt those who have their subjects, from answering cross-questions, but keep the attention of all others, by random questions, suddenly propounded to individual pupils, or to all.

We have a deep interest in our Public Schools of every grade, and justly feel proud of the wonderful progress they have made during the last fifteen

years, under the guidance of our efficient Board of Education, Superintendents and Teachers.

All of which is respectfully submitted.

A. J. SAWYER, }
J. C. DORE, } *Committee.*

REPORT OF COMMITTEE ON MODERN LANGUAGES.

TO REV. W. H. RYDER, D. D.,

Chairman of Committee on High School :

DEAR SIR : — The Committee requested by you to conduct the examination in Modern Languages in the High School at the close of the past school year, have the honor of presenting to you the following report : —

On Thursday, June 27th, we attended the examination of the Junior Class in French, and of the Junior and Middle Classes in German.

Friday, June 28th, we examined the Senior Class in French, and the First and Second Middle and Senior Classes in German.

The general average of attainment, both in French and German, appears to us high. The chief difficulty in mastering the French language is to acquire a correct pronunciation. This can only be attained in time, and by the most patient and persevering teaching. We noticed a very marked improvement in pronunciation in the members of the Senior Class over those of the Junior; such improvement as showed a most careful supervision on the part of

the instructor, and diligence on the part of the scholars.

The examination of the First Middle Class in German was very brilliant. By every act the scholars appeared to have mastered completely the ground they had gone over. The examination of this and other classes in German, was conducted entirely in that language; and, except with the Junior Class, no English was spoken during the hour of examination.

We were pleased with the method adopted by Mrs. Reed, of requiring the pupils to converse with each other in German on current topics, and thus utilize their knowledge of the language.

It gives us great pleasure to express to you the satisfaction we feel in the results of the examination.

With great respect, we subscribe ourselves,

C. WAHL,
W. B. WRIGHT, } *Committee.*

CHICAGO, JULY 2, 1867.

REPORT OF COMMITTEE ON ANCIENT LANGUAGES.

TO REV. W. H. RYDER, D. D.,

Chairman of Committee on High School:

DEAR SIR:—I have the honor to report that the examinations in the Ancient Languages at the High School during the past two days have been conducted in the most satisfactory manner. The method of teaching them is well adapted to the want

and capacity of the pupils, though a better system of teaching might be suggested; but the one followed answers fully the purpose for which the Ancient Languages are taught in the High School.

I remain, dear sir, with great respect,

J. MCGOVERN, D. D., *Committee.*

CHICAGO, JUNE 29, 1867.

REPORT OF COMMITTEE ON HIGHER ENGLISH.

TO REV. W. H. RYDER, D. D.,

Chairman of Committee on High School:

SIR:—The undersigned reports respectfully as follows:—

Circumstances beyond the control of the undersigned, prevented attendance upon all the recitations in "Higher English." He examined the classes in Ancient History, in Mental Philosophy and in Political Economy. These recitations were admirable, and so nearly even, that what might be said of one might be said of all. The examinations were, in each instance, thorough, and the scholars, with here and there an exception, exhibited a high order of attainment.

ARTHUR SWAZEY, *Committee.*

REPORT OF COMMITTEE ON NATURAL SCIENCES.

TO REV. W. H. RYDER, D. D.,

Chairman of Committee on High School:

SIR:—The special Committee appointed by the Board of Education of Chicago to attend and report

upon the examinations of the High School in the Department of Natural Sciences, beg leave to submit the following as their report:—

That they attended with much interest the examinations of the classes in the several departments of Natural Science, and are gratified to report a high grade of attainment (with scarcely an exceptional scholar) in all the branches.

They were particularly pleased to notice that not only were pupils well trained in the routine of their studies, but that they also exhibited evidences of being much interested, and of being able to clearly understand their meaning and practical application.

Instances in which the recitation was by rote, were rare, the far greater number showing a perfect understanding of the principles intended to be taught. In numerous instances the Committee were surprised at the high appreciation by scholars of both facts and principles, as shown in the facility with which they sustained an argument in proof of an assumed position.

The Committee beg leave to congratulate the Board of Education and the staff of Instructors in the High School, on the satisfactory results of their labors for the past year, and to express their confidence in the future prospects for usefulness of this excellent institution.

Respectfully submitted.

JAS. V. Z. BLANEY, }
HOSMER A. JOHNSON, } *Committee.*

CHICAGO, AUGUST 5, 1867.

Your Committee, in conclusion, would tender the thanks of the Board to the several committees for the disinterested manner in which they conducted the closing examinations of the High School, and would call the attention of the Board to the valuable suggestions contained in their reports.

Respectfully submitted.

W. H. RYDER,	}	<i>Committee</i> <i>on the High School.</i>
F. A. EASTMAN,		
EMIL DREIER,		

CHICAGO, SEPTEMBER 27, 1867.

REPORT
OF THE
SUPERINTENDENT.

REPORT.

IN presenting to you the Thirteenth Annual Report of the condition of the schools under your care, it is fit that, at the outset, God's goodness to us be humbly acknowledged. In the early part of the year, a dread scourge visited our city. During its brief stay, it left a shadow upon the hearthstones of the families of some of our teachers, and some of our pupils were made orphans; but, so far as I can learn, not one in connection with the schools was stricken down. For the unusual degree of health that has attended us, we have special cause for thankfulness to the Giver of all Good.

Death has taken from our ranks of teachers but one who was in service during the year.* Miss Jeannie DeC. Fletcher, of the Washington School,

* Since writing the above, death has come and claimed one of our excellent teachers, Miss Maggie E. James, of the Dearborn School, who was called away very suddenly, upon August 9th. She had suffered much from sickness during the year past, and was again prostrated in the early part of the vacation, but was thought by her friends to be recovering, until a few hours before her death.

resigned her position in February, on account of impaired health, and died upon the 4th of April, 1867. She was peculiarly fitted for her work, and her loss will long be felt by her co-laborers, to whom she was an example of patient and very successful labor.

Two others, both connected with the Haven School, worn down by labor which they loved too well to be willing to surrender in time to save their own lives, have been called away by death.

Miss Lucy Denison resigned her position in July, 1866, returned to her home in Vermont, and died in November, 1866.

Miss Sophia A. Dow resigned in July, 1865; after nearly two years constant suffering, she died at her home in Maine, upon the 12th of April, 1867.

In the memory of their Superintendent, and in the hearts of their pupils, these will ever have a place.

Mrs. Dodge, (Eliza J. Coombs,) formerly connected with the Scammon School, died in September, 1866.

Mrs. Daley, (Melissa B. Rounds,) formerly connected with the Foster School, died in February, 1867.

Rev. B. Y. Averill, at one time Principal of the Moseley School, and later a teacher in the High School, died in July, 1867.

Thus have we been called frequently to sympathize with afflicted friends, as well as to bear the burden of a personal sorrow.

The year under review, has been one peculiarly

pleasant to me, and I say only what my heart constrains me to say, when I express through this report my thanks to the teachers of your schools, who have labored faithfully and successfully in the great work to which you have called them. Their co-operation has been most hearty, and my wishes have been more than realized. The unpleasant things inseparable from school work, have been far less frequent than in previous years, and unity of effort and oneness of aim have characterized the labors of teachers.

It may not be out of place for me to suggest that immunity from pecuniary embarrassment, secured to teachers through the liberality of the Board of Education, has contributed largely to this end, and to express the hope that still greater good may result from deserved increase in the future. Any laborer who is assured that his services are appreciated by his employers will do more and better work.

The examinations held during the year have been more satisfactory than in previous years. A careful study of the list of pupils admitted to the High School, compared with the list of successful competitors for the several prizes awarded at the close of the year, proves the general accuracy of the Teachers' Daily Record of Scholarship, Attendance and Deportment of pupils.

There has been also marked improvement in the matter of School Discipline. The order observable everywhere has been more nearly uniform than I have found it in other years. Strangers have

uniformly expressed their gratification in witnessing the apparently unconstrained, yet orderly, bearing of pupils. The secret of success, as I think, lies in the teacher's effort to fill up the time of the pupil with that which will interest as well as profit him, and in spending less time in *simple government*. That school is best governed in which there is the least show of mere government.

Upon several occasions I have introduced to the school rooms gentlemen whose object was to obtain knowledge of the size and general arrangements of the rooms and the furniture, and in no instance has it delayed for more than a single minute the work of the teacher. The children have glanced from their books to the strangers, enough to give a proper recognition of their presence, and have then returned to their tasks in that easy way which has marked it as their habit, and has won the commendation of visitors. When asked the question, "How has this state of things been brought about?" my only answer has been, "Teachers are interested in their work, and they have awakened interest in their pupils' minds."

Good order in its externals may be observable in each of two rooms. If you trace it to its source, you will find in one case, a class of pupils who obey their teacher because they are afraid their teacher will hurt them if they disobey; while in the other you will find a class of pupils who fear their disobedience will hurt their teacher. It needs no long

study to determine which class of pupils will make the better men and women.

Firmness, tempered with the greatest kindness, and accompanied by self-control on the part of a teacher, will secure good order. These elements of character every pupil respects, — some, because they love the kindness of the teacher; others, because they fear the firmness, and have witnessed the self-control of the teacher.

Difference in temperament of pupils should be studied by teachers. What will correct one pupil's misdemeanors, will increase those of another. Mere physical force will never correct moral evils. The exercise of this force may, in rare instances, open the way to the pupil's inner nature, but it often closes it the more effectually.

SUMMARY OF STATISTICS.

I. POPULATION.

Population of the city, October, 1866,	-	-	200,418
Number of school age, (between six and twenty-one years,) }	-	-	53,100

II. SCHOOLS.

Number of Districts,	-	-	-	-	-	-	21
Number of Schools :							
High,	-	-	-	-	-	-	1
District,	-	-	-	-	-	-	18
Independent Primary,	-	-	-	-	-	-	3
Number of Buildings used :							
Owned by the city,	-	-	-	-	-	-	32
Rented,	-	-	-	-	-	-	6

Number of School Rooms, including large Halls) and excluding Recitation Rooms :		
High School, - - - - -		11
District Schools, - - - - -		211
Independent Primary Schools, - - - - -		18
Recitation Rooms, - - - - -		32
Wardrobes used for Recitations, - - - - -		6

III. TEACHERS.

Number of Teachers in High School:		
Males, - - - - -	8	
Females, - - - - -	4	12
Number of Teachers in District Schools:		
Males, - - - - -	17	
Females, - - - - -	267	284
Number of Teachers in Independent Primary Schools:		
Females, - - - - -		21
Number of Teachers of Vocal Music—Males,		2
Total number of Teachers, -		319

IV. PUPILS.

Whole Number of Different Pupils Enrolled.		
District and Primary Schools :		
Boys, - - - - -	13,827	
Girls, - - - - -	13,024	26,851
High School, - - - - -		409
Average Number Belonging :		
District and Primary Schools, -		16,042
High School, - - - - -		350
Average Daily Attendance:		
District and Primary Schools, -		15,074
High School, - - - - -		339

REPORT OF THE SUPERINTENDENT.

127

Per Centage of Punctual Attendance :	94
Increase over previous year, - -	1.1

Whole Number Enrolled in High School.

General Department :	-	-	-	-	-
Senior class, -	-	-	-	35	
First Middle class, -	-	-	-	45	
Second Middle class, -	-	-	-	100	
Junior class, -	-	-	-	164	344
Normal Department:					
Senior class, -	-	-	-	34	
Junior class, -	-	-	-	35	69
Total, -	-	-	-	-	<u>413</u>

Average Number Belonging to High School, }	-	-	350
Average Daily Attendance, -	-	-	339
Per Centage of Punctual Attendance, -	-	-	96.7

Ratio of Average Number Belonging in all the schools to the Whole Number of children of School Age in the city, in decimals, - - -	.605
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Average Number of Pupils in Daily Attendance to a Teacher :	}	
In High School, -	-	31
In District Schools, -	-	55
In Primary Schools, -	-	60
In the Grammar Grades, -	-	57
In all Primary Grades, -	-	60

Average Number of Pupils Belonging to
each of the several grades for the
year, Holstein School not included:

Grammar Department:

First grade, - - -	352
Second grade, - -	476
Third grade, - - -	1,079
Fourth grade, - -	1,302

Primary Department:

Fifth grade, - - -	1,696
Sixth grade, - -	1,477
Seventh grade, - - -	1,783
Eighth grade, - -	2,779
Ninth grade, - - -	2,794
Tenth grade, - - -	2,386

Whole number of scholars promoted in grade during the year,	}	- -	15,932
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V. EXPENSES.

Salaries of Teachers:

High School, - - -	\$ 19,215.69
District and Primary Schools, -	208,309.28
Incidentals, - - - -	69,147.92
Permanent Improvements, - - -	135,354.74
Total expenditures, -	<u>\$432,027.63</u>

Cost, per Scholar, for Tuition alone:

Upon School Census, - - -	\$ 4.28
Upon Number Enrolled, - -	8.35
Upon Average Number Belonging,	13.88

Cost, per Scholar, for Incidentals:

Upon School Census, - - -	\$1.30
Upon Number Enrolled, - -	2.54
Upon Average Number Belonging,	4.22

Total cost, per Scholar, upon Average Number Belonging, including all expenses and Six Per Cent. upon Valuation of School Property, \$21.15

VI. RECEIPTS TO AUG. 1, 1867.

From Three Mill Tax, - -	\$234,445.92	
“ State Fund, - -	29,616.79	
“ Rents and Interest, -	42,584.30	\$306,647.01

VII. SCHOOL CONSTRUCTION BONDS.

From sale of Bonds to August 1, 1867 :

25 Bonds, \$1,000 each, Act February 15, 1865,	\$23,375.00
59 Bonds, \$1,000 each, } Act March 9, 1867,	\$57,969.00
1 Bond, \$ 500	

The summary given above presents a very gratifying exhibit of the condition of our schools for the past year. In all important particulars there has been a marked improvement. This will more readily appear from a more detailed comparative statement, not including the High School.

NUMBER ENROLLED.

The Whole Number of different Pupils Enrolled in

our District Schools for the year, is.....	26,851
For the previous year it was.....	24,851
Increase a little more than 8 per cent.....	2,000

For a portion of the year our school accommodations were the same as during the previous year, but since January 1st, we have had accommodations for two thousand one hundred pupils added.

It may be proper here to compare the actual enrollment with the number due at school or rather, with the number between the ages of six and twenty-one years, who are entitled to school privileges. According to the last census, October 1, 1866, there were in the city between the ages of six and twenty-one, 18,741 thousand and one hundred. Of this number only fifty-one per cent. are numbered as enrolled, leaving almost half our school population out of the public schools. There are attending private schools, about twelve thousand. Upon the basis generally assumed by statisticians, there are physically unfitted for school, five thousand three hundred and ten. Of the eight thousand nine hundred and forty one children unaccounted for, there are four hundred and thirteen enrolled in the High School, leaving eight thousand five hundred and twenty-eight who have not derived any benefit whatever from the expenditures made during the past year. Many of these may have been in attendance upon school during previous years. The course of study prescribed permits a completion of all required branches at the age of seventeen, so that we may add to our list of attendants, all between the ages of seventeen and twenty-one years, who may have completed the High School Course, both in the General and the Normal Departments. This number will not exceed two hundred. The above considerations weigh against the statement easily drawn from the figures given, that we have eight thousand

five hundred and twenty-eight children in our city growing up without education, and destined to become a curse to the city. Farther than this, many parents, acting wisely, as I deem it, prefer to detain their children from school till a later age than six years. Many others, needing the aid of their sons and daughters, and looking at the same time to the future good of their children, seek for them some profitable employment. All these allowances should be made in justice. They may reduce quite materially the number growing up in our midst without any educational facilities, except such as the street affords. It will be proper for us to draw from this statement all the comfort it can afford us. But over against this stand a few other considerations.

Of the twenty-six thousand eight hundred and fifty-one enrolled, two thousand four hundred and forty-five have been in attendance less than four consecutive weeks, which is little better than non-attendance. Four thousand one hundred have been so irregular in attendance as to suffer suspension under the rules. Nearly two thousand have been kept in waiting for vacant seats. Many others now in select schools would be found enrolled with us, were there room to receive them. I have no hesitation in saying that accommodations for ten thousand pupils would be filled within one month, if furnished by the first of September.

AVERAGE NUMBER BELONGING.

This number is	-	-	-	-	-	16,042
For previous year it was	-	-	-	-	-	14,284
Increase for year,	.	-	-	-	-	1,758

The Per Centage of Average Number Belonging upon Whole Number Enrolled, is 60.5.

In 1860 it was	-	-	-	-	-	46	per cent.
In 1861 it was	-	-	-	-	-	50	per cent.
In 1862 it was	-	-				51	per cent.
In 1863 it was	-	-	-	-	-	50	per cent.
In 1864-5 it was	-	-	-	-	-	44	per cent.
In 1865-6 it was	-	-	-	-	-	58	per cent.
In 1866-7 it was	-	-	-	-	-	60.5	per cent.

This will give, as an approximation to the length of time the children enrolled are retained in school, an average of six months.

The number attending less than four weeks is	-	2,445
Last year it was	-	3,111
A very gratifying decrease of	-	666
The number attending the whole year	}	4,752
without loss of membership is		
Last year it was	-	3,648
An increase of	-	1,104

AVERAGE DAILY ATTENDANCE.

This has been for the year,	-	15,074
For last year it was	-	13,255
Increase of	-	1,819
The Per Centage of Punctual Attendance is	-	94.0
For last year it was	-	92.8
Increase,	-	1.2

The following table will show the Per Cent. of Attendance upon the Average Number Belonging to the several schools for the last four years :

SCHOOLS.	1863.			1864-5.			1865-6.			1866-7.		
	Grammar Department.	Primary Department.	Whole School.	Grammar Department.	Primary Department.	Whole School.	Grammar Department.	Primary Department.	Whole School.	Grammar Department.	Primary Department.	Whole School.
Dearborn,	94.1	91.6	92.3	92.8	90.3	90.8	94.2	91.6	92.2	94.7	91.6	92.2
Jones,	94.7	93.3	93.7	93.8	91.7	92.1	95.3	94.1	94.3	96.4	91.3	94.3
Scammon,	93.4	90.8	91.4	95.5	90.5	91.8	98.3	94.5	95.6	96.2	95.8	96.5
Kinzie,	94.8	94.2	94.4	92.6	90.5	90.9	94.3	91.6	92.0	94.7	91.8	92.2
Franklin,	95.3	94.2	94.4	95.6	93.8	94.1	96.3	95.6	95.7	97.2	96.4	96.6
Washington,	93.9	91.6	92.2	92.4	89.0	89.5	93.7	90.7	91.2	94.5	92.7	93.2
Moseley,	97.0	95.1	95.8	94.6	92.8	93.7	95.3	92.6	93.3	95.4	93.0	93.8
Brown,	94.1	91.8	92.6	93.8	91.3	92.1	94.4	91.6	92.5	95.4	93.2	93.9
Foster,	95.0	92.6	93.0	92.9	89.9	90.3	94.0	92.6	92.8	95.4	91.7	94.8
Ogden,	91.5	91.7	91.6	92.9	90.7	91.2	94.6	92.8	93.2	93.5	92.9	93.1
Newberry,	92.0	90.1	90.4	91.0	88.3	88.7	95.5	93.7	94.0	95.2	93.7	93.9
Wells,	96.0	92.9	93.4	94.7	90.1	90.7	94.4	91.5	91.8	96.2	93.6	93.8
Skinner,	91.6	90.3	90.7	89.5	88.5	88.8	93.4	91.2	91.8	94.5	93.2	93.4
Haven,	91.8	92.1	92.0	92.3	90.8	91.1	92.4	90.7	91.0	94.4	92.8	93.1
Cottage Grove,	93.3	91.3	92.3	93.1	85.4	88.3	95.3	90.6	92.5	94.4	92.4	92.7
Bridgeport,	88.4	85.6	86.0	91.5	85.9	86.6	91.3	88.1	88.4	93.1	89.2	89.6
Holstein,	90.0	85.7	86.3	85.5	88.0	87.4	86.1	89.4	88.0	93.0	90.0	91.5
Walsh Street, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	94.5	95.3	95.2
Pearson Street Primary, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	97.5	97.5
Elizabeth Street Primary, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	93.7	93.7
Rolling Mill Primary, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	91.9	91.9
Average,	93.6	92.0	92.4	92.8	90.3	90.8	94.5	92.4	92.8	95.3	93.6	94.0

TARDINESS.

Each Principal was furnished, at the beginning of the year, with a book properly ruled, and a permanent record of tardinesses, with the cause of each, has been kept. The requirement that all tardy pupils shall visit the Principal before being admitted to their rooms, has had a very wholesome influence upon the schools, and the evil of tardiness has been somewhat reduced.

The number for the year is - - - - 54,610
 For last year it was - - - - 51,551
 An apparent increase of - - - - 3,059

While in fact there is a real decrease, since the

enrollment for this year is larger than for the previous year.

The number of tardiness to each pupil last year was	-	3.5
This year it is but	- - - - -	3.4
An actual decrease of	- - - - -	.1

PUPILS DISTINGUISHED FOR PUNCTUALITY.

NEITHER ABSENT NOR TARDY.

District Schools : Boys, 117 ; Girls, 114,	-	231
High School : Boys, 25 ; Girls, 26,	- -	51
Total : Boys, 142, Girls, 140,	- -	282
An increase over last year : Boys, 72 ; Girls, 52,		124

Their names are given in the appendix.

NOT ABSENT A SINGLE HALF-DAY.

District Schools : Boys, 196 ; Girls, 174,	-	370
High School : Boys, 28 ; Girls, 32,	- -	60
Total : Boys, 224, Girls, 206,	- -	430
Increase over last year : Boys, 106 ; Girls, 83,		189

Their names are given in the appendix.

NOT TARDY DURING THE YEAR.

District Schools : Boys, 739 ; Girls, 808,	1,547
High School : Boys, 60 ; Girls, 151,	- - 211
Total : Boys, 799, Girls, 959,	- - 1,758

IRREGULARITY OF ATTENDANCE.

This has been very materially diminished during the past year. Prominent among the causes that have produced this result is the fact that scholars

losing membership have been compelled, after restoration, to wait for seats. Our crowded condition has thus aided in one direction, though not to the satisfaction of those crowded out. Our teachers certainly need no spur to their disposition in the direction of securing regular attendance.

Much valuable time of pupils might be saved if there could be a Truant Police established, who could aid teachers, save time of scholars, and further the best interests of the city by a wise and constant surveillance of those who are disposed to play truant. Upon this point I have said enough in previous reports.

Grouping a few results, the eye will catch at a glance the improved condition of our schools so far as attendance is concerned. In all matters that affect a school injuriously, decrease must be counted as gain.

	GAIN.	LOSS.
Number Enrolled.....Increase,...	2,000	
Average Number Belonging.....Increase,...	1,700	
Per Cent. of Number Belonging upon }.....Increase,...	2.5 per ct.	
Number Enrolled, }		
Average Daily Attendance.....Increase,...	1,819	
Per Cent. of Punctual Attendance.....Increase,...	1.1 per ct.	
Tardiness, (Per Cent. Per Pupil).....Decrease,...	1 per ct.	
Number Present less than Four Weeks.....Decrease,...	666	
Number not Absent nor Tardy.....Increase,...	123 or 78 per ct.	
Number not Absent a half day.....Increase,...	189 or 78 per ct.	
Number Suspended for Absence.....Decrease,...	937	
Number Suspended for Misconduct.....Increase,...		102

But a single item is found carried out upon the side of loss. This item should not stand alone, but should be connected with all other matters pertaining to the discipline of the schools.

When thus considered, it may be passed to the other side of the account, for it has in most cases arisen from a desire to avoid other, and perhaps more objectionable methods of punishment. The whole number of such suspensions is but a trifle over one-tenth of one per cent. of the number enrolled — one pupil out of a thousand. It is certainly a matter of rejoicing that the cases of suspension are so very rare. The suspensions for absence have been less than one to four hundred pupils for each month.

While speaking of this matter of attendance, I deem it but just to call the attention of the Board to several schools that have maintained an average for the year, of more than ninety-five per cent.; and especially to the Pearson Street Primary School, which has, since its opening, maintained an average of 97.5 per cent. This last named school has a very remarkable record as to attendance of teachers, an absence of only two half-days being reported in a corps of nine teachers, for a term of six months.

In considering the above summary, it must be remembered that the real advance is much greater than the apparent, in all cases where averages are given, as the basis of computation is not the same for the successive years.

The figures thus far given are perhaps the best means we have at hand by which to judge of the condition of the schools; and yet they are far from satisfactory, as they do not show the spirit of the schools. No figures can express a teacher's devotion

to his work, or a pupil's love of study. Numbers will not represent the value of good moral influences, nor the worth of correct habits. We cannot compute the profit upon an investment of patience and of hope, nor the gain that surely follows earnest study, and right action from high and pure motives; nor can words express just what I feel at the close of a year of steady labor with a corps of devoted and self-sacrificing teachers. The spirit that has prevailed during the year has been admirable. There has been far less friction than might have been reasonably anticipated where so many and so conflicting interests must be met and considered. Teachers have had but one aim—to do their duty in the best manner possible; and they have very generally met with deserved success.

INDEPENDENT PRIMARY DISTRICTS.

The pressure upon our schools became so great during the early part of the year 1866, that the Board of Education felt compelled to make the small amount of money they could control at that time, go as far as possible toward accommodating numbers. To this end it was determined to try the experiment of Independent Primary Schools. Buildings were erected at the corner of Elizabeth and Lake streets, and at the corner of Pearson and Market streets, designed to accommodate five hundred and twelve pupils each. These buildings were constructed upon the plan of the Cottage Grove School, cuts of which appear in this report. The rooms were seated with

primary furniture, and schools were opened January 2, 1867. Each was placed under the care of a lady Principal, with eight assistants. The pupils admitted were such as belonged properly to the six lower, or primary divisions of our schools. For each a certain district was marked off, and all the primary scholars within the prescribed limits were transferred from their respective schools to these Primary Schools. The Elizabeth Street School relieved the Washington, the Brown and the Skinner Schools. The Pearson Street School relieved the Franklin and the Kinzie Schools, and indirectly, the Ogden School. The experiment has so far proved a success, and all ground for anxiety has been removed. In addition to these, another smaller school was organized at the Rolling Mill, to relieve the Newberry School. In this school all the grades except the first and the second are taught. The discipline of these schools has been well maintained, and the Pearson Street School has taken a high rank in matter of punctual attendance on the part of pupils, whose teachers have enforced their precept by their example.

The Elizabeth Street School has labored under the disadvantage of a much more extended district, and yet does not compare unfavorably with the schools of other districts. Two examinations have been held for promotion of pupils from the Elizabeth Street School to their respective Grammar Schools, and one examination has been conducted for a similar purpose at the Pearson Street School. These examinations

have shown the instructions given not inferior to that furnished pupils of the same grade in other schools. The wisdom of the Board in this matter seems to be fully established, and the question is now pressed upon us, whether an economical administration of our school system does not demand, in certain parts of our city at least, the establishment of other Primary Schools.

THE GRADED COURSE.

Upon the different branches of this course of study, I offered some suggestions last year. In some respects the methods of instruction have been improved. More attention has been given to analysis in Mental Arithmetic, and I feel confident that good results will flow from it. These results will not, from the very nature of the case, appear at once; time is needed to develop them. The matter of Reading has received some special attention, and good progress has been made in breaking up some very bad habits that had crept into our schools.

Upon one part of the course, I have made more especial examination during the year, and present the results with such suggestions as I have felt it my duty to make.

ORAL INSTRUCTION.

A little more than a year since, in the revision of the Oral Course, it was thought best to make some essential modifications. At the beginning of the present year, I gave notice that during the latter part of the year I should examine classes in the topics

embraced in the Oral Course. This work of examination was commenced upon the 14th day of January, and concluded June 21st. My purpose was to examine one class of each teacher in the city, and to make the examination, when practicable, at the time the class was undergoing examination for promotion in grade. I found it impossible to carry out my purpose in full, as I could not find time to examine all classes that were ready at the same time. Foreseeing this, I determined to classify my examinations, for purposes of more just comparison, into three classes. *First.* Classes passing grade. *Second.* Classes already passed grade. *Third.* Classes not yet having completed grade, and examined upon such part of the course as had been completed, but not reviewed.

The total number of classes examined was 280. Of this number there were of First Class, 186; of Second Class, 39; of Third Class, 55.

Upon thorough investigation I find that in estimating results it is safe to combine the first and second classes, and hence I present but a double table.

TABLE

SHOWING THE RELATIVE STANDING OF CLASSES EXAMINED UPON ORAL COURSE, BY GRADES.*

RANK OF CLASSES EXAMINED.	NUMBER OF CLASSES EXAMINED ON FULL COURSE.											AVERAGES ATTAINED.		
	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	Fifth Grade.	Sixth Grade.	Seventh Grade.	Eighth Grade.	Ninth Grade.	Tenth Grade.	Total Grammar Grades.	Total Primary Grades.	Grammar Grades.	Primary Grades.
Excellent.....	6	2	4	1	10	10	9	5	12	12	13	58	90 and over.	97 and over.
Very good.....	7	6	4	7	8	4	5	3	14	13	24	47	80 and over.	95 and over.
Good.....	1	1	2	5	5	6	9	6	9	6	9	40	70 and over.	90 and over.
Fair.....	1	2	2	1	1	1	1	13	4	1	3	21	60 and over.	80 and over.
Poor.....		1	2	1	1	2		2	1		4	6	Below 60.	Below 80.
Total.....	15	11	13	14	25	23	24	29	40	31	53	172		

RANK OF CLASSES EXAMINED.	NUMBER OF CLASSES EXAMINED ON PART OF COURSE.											AVERAGES ATTAINED.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
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* The examination of the Grammar Grades was written, that of the Primary Grades Oral.

It will be seen from the foregoing table, that a different scale is taken as the basis of classification, as between Grammar and Primary Grades. Throughout the Grammar Department, the examinations were entirely written, and consequently more severe than the oral examination of the Primary Grades. The same number of questions was proposed to each department, but the questions to be answered orally were less comprehensive than those submitted for written answers.

The general result of the examination is more satisfactory than I had even dared to hope. This part of our course of study has been well managed, and the character of the instruction given has been excellent. Farther than this, it is but just that I should say that those most successful in this branch of work have shown equal success in all other parts. Teachers have all made their work a matter of study, and in all respects have improved upon past methods. Preparation for Oral Instruction has induced better preparation for all instruction. Interest has been awakened on the part of both teacher and pupil, that has extended to all branches of study.

Teachers have consulted the Reference Library, at the office of the Board of Education, very frequently, and many have spared no pains or expense to make themselves familiar with the topics embraced in the Oral Course.

Our Reference Library needs replenishing, and

a small annual appropriation for this purpose is desirable.

While I have been pleased with methods of instruction adopted by the majority of our teachers, the examinations held have induced me to make the following suggestions:—

In some instances, I examined classes that had passed grade some months previous to my examination, and yet I found the knowledge gained while pursuing the studies of the previous grade, as fresh and as ready as if just reviewed. Such readiness somewhat surprised me, and I noted carefully the character of the answers given to my questions. They were not stereotyped answers copied from some author. No two pupils used the same language in answering similar questions, nor were the pupils at a loss if the question was varied in form. They had evidently grasped the substance, and had clothed it to suit their own taste; while their taste had been so cultivated as to lead them to select suitable clothing for their ideas.

That the above statement cannot be made of all teachers, is because of a want of appreciation of the end of Oral Instruction. It should be so presented as to draw out the pupil's mind. What the pupil knows or can learn from observation or inquiry, should first be required. The teacher should correct errors in the child's statements, and should give such information as the child has not, or has not been able to obtain through means at his command. In all

cases, the language of the child should be preferred to a more studied expression, such as is found in a scientific treatise. Every effort should be made to improve the language of the child, but it should be his own language, and not the committed words of another. The child should understand the meaning of the words he utters; his ideas will then be a living power, ready at his command, and valuable because usable. Oral Instruction should be a drawing out or educating process.

Some teachers have erred in attempting too much. Too much detail is entered into. The subject under consideration should be thoroughly studied, and its more prominent features seized upon. The child's mind should then be directed in the channel marked out by the teacher's study.

I have feared sometimes that cramming for examination has been resorted to; but it does not always answer the end sought. The full design of the Oral Course is best met by those who make it a part of their regular work.

RESIGNATIONS, APPOINTMENTS, TRANSFERS, ETC., OF TEACHERS.

SCHOOLS.	Number of Teachers, Sept. 3, 1866.	LOSERS.			GAINERS.		CHANGES.		REMARKS.		
		Transfers.	Resignations.	Deaths.	Transfers.	Appointments.	Number of Teachers, July 3, 1867.	Increase.		Decrease.	
High.....	11							12	1		Teacher of French appointed.
Dearborn.....	13	4			2	3		14	1		
Jones.....	13	1	1			2		11			
Scammon.....	11	1				1		13			
Kinzie.....	15	3	6			10		23	1		
Franklin.....	27	6	1			3		26			
Washington.....	23	4	4		1	7		22		4	Elm Street Branch closed Jan. 2d — also two Divisions in other Branches.
Moseley.....	14					4		15	1	1	Twenty-sixth Street Branch opened May 6th.
Brown.....	14							14			One absent on leave one term.
Foster.....	31	6	2		2	5		32	1		Maxwell Street Branch closed May 6th. One absent on leave one term.
Ogden.....	14	2	2			2		17		2	Elm Street Branch closed January 2d.
Newberry.....	21		2		1	7		27	6		One absent on leave one term.
Wells.....	17		2			3		18	1		One absent on leave one term.
Skinnet.....	24	2	3		1	6		26	2		Two absent on leave one term.
Haven.....	16	2	3		4	4		19	3		One absent on leave one term.
Cottage Grove.....	3				4	2		9	6		New building opened January 2d.
Bridgeport.....	7	3	3			4		8	1		Opened May 6th.
Walsh Street.....	0				1	8		9	9		Opened January 2, 1867.
Holstein.....	2				7	2		9	9		Opened January 2, 1867.
Elizabeth Street Primary.....	0				7	2		9	3		Opened January 2, 1867.
Pearson Street Primary.....	0				1	2		3	3		Seven absent on leave last term.
Rolling Mill Primary.....	0										
Total.....	276	31	31	0	31	78		323	54	7	
						109		47			

SCHOOL ACCOMMODATIONS.

The relief from pressure obtained through the four buildings completed during the early part of the year was scarcely perceptible, and the demand for accommodations became so great that the remedy suggested in my last report was adopted — that of keeping a list of applicants for places, and assigning to the first upon the list the first seat vacated. This has worked as well as could be expected. It is of questionable propriety, and the necessity for its application should be speedily removed. The four large buildings now in process of erection will in part relieve us, but it will require more than double this number of buildings to meet the actual demands of our population. It is sincerely to be hoped that the full benefit of the Legislative enactment of last winter may be realized during the coming year. The expenditure of the full amount of \$500,000 will not more than meet the pressing wants of to-day. The rapid growth of the city during the past five years has been such as to make the expenditure of a large amount of money for school purposes a necessity. From 1865 to 1866 the increase of school children was about five thousand, a number sufficient to fill five buildings as large as the Haven School building. Since the erection of the Haven School building, the school census of the city has increased over fifteen thousand, while the buildings completed will accommodate only three thousand, and those completed and contracted for, but seven thousand.

The result of this falling behind in securing accommodations for children has been an excessive over-crowding of our schools, so that the average number of pupils to a primary teacher has been 64, or 42 per cent. more than is allowed in the Boston schools, and 45 per cent. more than is reported in actual attendance in those schools. It has been our effort to reduce the number assigned each teacher, as the good of those in attendance, as well as justice to overworked teachers, demanded. In this we have been partially successful, and no scholars are received unless something like comfortable seats can be furnished them. Parents have been remarkably patient under this infringement upon their rights, as they have seen the necessity laid upon us. They have waited patiently, for they have been encouraged to hope that ample provision would be made as rapidly as possible for the accommodation of their children.

SCHOOL PROGRAMMES.

Since the success of a teacher depends largely upon system in her work, I have urged the importance of a well digested programme in each school room — one that should occupy a prominent place upon the board, and so arranged as to indicate to pupils readily the hours for study, as well as for recitation. This arrangement seems specially desirable in the Primary Schools. As I have visited schools, I have noticed with much interest, the programmes followed, and take pleasure in presenting several that I found neatly sketched upon the black-

boards. I do this for a double purpose — as a reward to the teachers, and as an indication to those who may study this report, as to the method pursued in division of time. The programmes submitted are arranged with reference to grade, commencing, as our graded course commences, with the tenth grade.

For some grades, two or more programmes are presented, that the variety of work may appear. Many others might be inserted of equal value, but enough are presented to give a tolerably distinct idea of what our teachers are doing.

PROGRAMME OF EXERCISES.

TENTH GRADE.

FORENOON.

TIME.	RECITATION.	STUDY.
9.00 to 9.10...	Devotional Exercises.	
9.10 to 9.25...	Oral.	
9.25 to 9.30...	Singing.	
9.30 to 9.35...	Counting.	
9.35 to 9.50...	*4th Class.	1st, 2d & 3rd Classes, Print Numbers.
9.50 to 9.55...	Combinations.	
9.55 to 10.00...	Marching or Physical Exercises.	
10.00 to 10.15...	*3d Class.	1st, 2d & 4th Classes, Print Numbers.
10.15 to 10.25...	General Exercises.	
10.25 to 10.30...	Roll Call and Singing.	
10.30 to 10.50...	RECESS.	3rd and 4th Classes dismissed.
10.50 to 10.55...	Singing.	
10.55 to 11.10...	*2d Class.	1st Class, Print Words.
11.10 to 11.15...	Vowel Sounds and Counting.	
11.15 to 11.35...	*1st Class.	2d Class, Print Words.
11.35 to 11.40...	Physical Exercises.	
11.40 to 11.55...	Printing.	
11.55 to 12.00...	Singing and Dismissal.	

AFTERNOON.

TIME.	RECITATION.	STUDY.
1.30 to 1.50...	Instruction in Singing.	
1.50 to 2.10...	Drawing.	
2.10 to 2.15...	Counting and Physical Exercises.	
2.15 to 2.35...	*2d Class.	1st, 3d and 4th, Print Words.
2.35 to 2.40...	Marching.	
2.40 to 2.55...	*1st Class.	2d, 3rd and 4th, Print.
2.55 to 3.00...	Roll Call and Singing.	
3.00 to 3.20...	RECESS.	1st and 2d dismissed.
3.20 to 3.25...	Singing.	
3.25 to 3.35...	General Exercises.	
3.35 to 3.50...	*3rd Class.	4th, Print Numbers.
3.50 to 3.55...	Vowel Sounds and Combinations.	
3.55 to 4.10...	*4th Class.	3rd Class, Print.
4.10 to 4.15...	Counting.	
4.15 to 4.25...	Printing.	
4.25 to 4.30...	Singing and Dismissal.	

* These recitations by Classes are from Cards, or from Sentences Printed on the Black-board.

PROGRAMME OF EXERCISES.

NINTH GRADE.

FORENOON.

TIME.	RECITATION.	STUDY.
9.00 to 9.10...	Devotional Exercises.	
9.10 to 9.20...	Oral.	
9.20 to 9.30...		Reading.
9.30 to 9.35...	Singing.	
9.35 to 9.50...	1st Class, Reading and Spelling.	2nd, 3rd and 4th, Spelling.
9.50 to 10.05...	2d Class, Reading and Spelling.	1st, 3rd and 4th, Numbers.
10.05 to 10.10...	Physical Exercises and Counting.	
10.10 to 10.30...	Tables.	
10.30 to 10.50...	RECESS.	1st and 2d dismissed.
10.50 to 10.55...	Singing.	
10.55 to 11.10...	3d Class, Reading and Spelling.	4th, Reading.
11.10 to 11.25...	4th Class, Reading and Spelling.	3d, Reading.
11.25 to 11.30...	Physical Exercises.	
11.30 to 11.55...	Writing, Spelling and Drawing.	

AFTERNOON.

TIME.	RECITATION.	STUDY.
1.30 to 1.35...		Arithmetic.
1.35 to 1.45...	3rd and 4th Classes, Arithmetic.	1st and 2d, Arithmetic.
1.45 to 1.55...	1st and 2d Classes, Arithmetic.	3d and 4th, Reading.
1.55 to 2.00...	Physical Exercises.	
2.00 to 2.15...	3d Class, Reading and Spelling.	1st, 2d and 4th, Reading and Spelling.
2.15 to 2.30...	4th Class, Reading and Spelling.	1st & 2d Wrt'g; 3d, Read'g & Spell'g.
2.30 to 2.37...	Counting.	
2.37 to 2.45...	Analysis.	
2.45 to 2.50...	Numerals.	
2.50 to 3.00...	Instruction in Singing.	
3.00 to 3.20...	RECESS.	3rd and 4th dismissed.
3.20 to 3.25...	Singing.	1st, Reading.
3.25 to 3.40...	2d Class, Reading and Spelling.	2d, Reading.
3.40 to 3.55...	1st Class, Reading and Spelling.	
3.55 to 4.00...	Physical Exercises.	
4.00 to 4.25...	Writing, Spelling and Drawing.	

PROGRAMME OF EXERCISES.

EIGHTH GRADE.

FORENOON.

TIME.	RECITATION.	STUDY.
9.00 to 9.15...	Devotional Exercises.	
9.15 to 9.20...	Business.	
9.20 to 9.35...	1st Class, Reading or Oral.	Reading.
9.35 to 9.40...	Physical Exercises.	
9.40 to 9.50...	2d Class, Reading.	Spelling.
9.50 to 10.00...	1st Class, Numbers.	Write Spelling.
10.00 to 10.05...	Marching.	
10.05 to 10.15...	1st Class, Spelling.	2d, Spelling; 3rd and 4th, Numbers.
10.15 to 10.25...	2d Class, Spelling.	1st, Reading; 3rd and 4th, Numbers.
10.25 to 10.35...	Drawing.	
10.35 to 10.40...	Roll Call.	
10.40 to 11.00...	RECESS.	
11.00 to 11.05...	Singing.	
11.05 to 11.15...	3rd Class, Reading.	4th, Reading.
11.15 to 11.30...	4th Class, Reading.	3rd, Spelling.
11.30 to 11.35...	Physical Exercises.	
11.35 to 11.40...	3rd Class, Numbers.	4th, Reading.
11.40 to 11.50...	4th Class, Numbers.	3rd, Reading.
11.50 to 11.55...	Phonic Analysis.	
11.55 to 12.00...	Dismissal.	

AFTERNOON.

TIME.	RECITATION.	STUDY.
1.30 to 1.45...	3rd Class, Reading.	Reading.
1.45 to 1.55...	4th Class, Reading.	3rd, Spelling; 1st and 2d, Numbers.
1.55 to 2.00...	Physical Exercises.	
2.00 to 2.10...	3rd Class, Spelling.	4th, Spelling; 1st and 2d, R. Num's.
2.10 to 2.20...	4th Class, Spelling.	3rd, Reading; 1st and 2d, R. Num's.
2.20 to 2.30...	Oral.	
2.30 to 2.35...	Marching.	
2.35 to 2.45...	1st Class, Roman Numerals.	3rd and 4th, Reading; 2d, R. Num's
2.45 to 2.55...	2d Class, Roman Numerals.	Reading.
2.55 to 3.05...	Music Lesson.	
3.05 to 3.10...	Roll Call.	
3.10 to 3.30...	RECESS.	
3.30 to 3.45...	1st Class, Reading.	2d, Reading.
3.45 to 4.00...	2d Class, Reading.	1st, Spelling.
4.00 to 4.10...	1st Class, Spelling.	2d, Spelling.
4.10 to 4.20...	2d Class, Spelling.	1st, Reading.
4.20 to 4.25...	Physical Exercises.	
4.25 to 4.30...	Phonic Analysis or Oral.	
4.30 to 4.30...	Dismissal.	

PROGRAMME OF EXERCISES.

SEVENTH GRADE.

FORENOON.

TIME.	RECITATION.	STUDY.
9:00 to 9:10	Devotional Exercises.	
9:10 to 9:20		General Study.
9:20 to 9:40	1st Class, Reading.	2d, Reading; 3rd and 4th, Arithmetic
9:40 to 10:00	2d Class, Reading.	1st, Spelling; 3rd and 4th, Arithmetic
10:00 to 10:05	Physical Exercises.	
10:05 to 10:15	3rd Class, Arithmetic.	4th, Arithmetic; 1st and 2d, Spelling
10:15 to 10:20	Singing.	
10:20 to 10:50	RECESS.	
10:50 to 10:55	Roll Call.	
10:55 to 11:10	4th Class, Arithmetic.	3rd, Reading; 1st and 2d, Spelling
11:10 to 11:15	Marching.	
11:15 to 11:20	Oral.	
11:20 to 11:35	3d and 4th Classes dismissed.	
11:35 to 11:50	1st Class, Spelling.	2d, Spelling.
11:50 to 12:00	2d Class, Spelling.	1st, Arithmetic.

AFTERNOON.

TIME.	RECITATION.	STUDY.
1:30 to 1:40		General Study.
1:40 to 2:00	3rd Class, Reading.	4th, Reading; 1st and 2d, Arithmetic.
2:00 to 2:15	4th Class, Reading.	3d, Spelling; 1st and 2d, Arithmetic.
2:15 to 2:20	Physical Exercises.	
2:20 to 2:30	1st Class, Arithmetic.	2d, Arithmetic 3d and 4th, Spelling.
2:30 to 2:50	Writing or Drawing.	
2:50 to 3:00	Miscellaneous.	
3:00 to 3:20	RECESS.	
3:20 to 3:30	2d Class, Arithmetic.	1st, Reading; 3d and 4th, Spelling.
3:30 to 3:45	1st Class, Reading.	2d, Reading; 3d and 4th, Spelling.
3:45 to 3:50	1st and 2d Classes dismissed.	
3:50 to 4:05	3rd Class, Spelling.	4th, Spelling.
4:05 to 4:20	4th Class, Spelling.	3d, Arithmetic.
4:20 to 4:30	Miscellaneous.	

PROGRAMME OF EXERCISES.

SIXTH GRADE — NO. I.

FORENOON.

TIME.	RECITATION.	STUDY.
9.00 to 9.10...	Devotional Exercises.	
9.10 to 9.30...	3d Class, Reading and Definitions.	1st and 2d, Reading and Definitions.
9.30 to 9.50...	2d Class, Reading and Definitions.	1st, Reading; 3rd, Spelling.
9.50 to 9.55...	Physical Exercises.	
9.55 to 10.15...	1st Class, Reading and Definitions.	2d and 3rd, Spelling.
10.15 to 10.25...	Drawing and Writing.	
10.25 to 10.45...	RECESS.	
10.45 to 11.00...	Oral.	
11.00 to 11.15...	3d Class, Written Spelling.	1st and 2d, Spelling.
11.15 to 11.25...	Singing and Physical Exercises.	
11.25 to 11.40...	2d Class, Written Spelling.	1st, Spelling; 3rd, Reading.
11.40 to 11.55...	1st Class, Written Spelling.	2d and 3d, Reading.
11.55 to 12.00...	Calling Roll.	

AFTERNOON.

TIME.	RECITATION.	STUDY.
1.30 to 1.40...	Singing.	
1.40 to 2.00...	3d Class, Reading.	1st and 2d, Abbreviations.
2.00 to 2.20...	2d Class, Reading.	1st and 3rd, Abbreviations.
2.20 to 2.25...	Physical Exercises.	
2.25 to 2.45...	1st Class, Reading.	2d and 3rd, Abbreviations.
2.45 to 2.55...	Abbreviations.	
2.55 to 3.15...	RECESS.	
3.15 to 3.25...	3d Class, Oral Spelling.	1st and 2d, Arithmetic.
3.25 to 3.35...	2d Class, Oral Spelling.	1st and 3rd, Arithmetic.
3.35 to 3.45...	1st Class, Oral Spelling.	2d and 3rd, Arithmetic.
3.45 to 3.50...	Singing and Physical Exercises.	
3.50 to 4.00...	3d Class, Arithmetic.	1st and 2d, Arithmetic.
4.00 to 4.10...	2d Class, Arithmetic.	1st, Arithmetic; 3d, Reading.
4.10 to 4.25...	1st Class, Arithmetic.	2d and 3d, Reading.
4.25 to 4.30...	Calling Roll.	

PROGRAMME OF EXERCISES.

SIXTH GRADE — NO. II.

FORENOON.

TIME.	RECITATION.	STUDY.
9.00 to 9.15...	Devotional Exercises.	1st and 2d, Reading.
9.15 to 9.40...	3rd Class, Reading.	
9.40 to 10.00...	Oral.	
10.00 to 10.05...	Marching.	1st, Reading; 3rd, Arithmetic.
10.05 to 10.30...	2d Class, Reading.	
10.30 to 10.35...	Roll Call.	
10.35 to 10.40...	Numbers.	2d and 3rd, Arithmetic.
10.40 to 11.00...	RECESS.	
11.00 to 11.25...	1st Class, Reading.	
11.25 to 11.30...	Physical Exercises.	1st and 2d, Arithmetic.
11.30 to 11.45...	3rd Class, Arithmetic.	
11.45 to 12.00...	1st Class, Arithmetic.	

AFTERNOON.

TIME.	RECITATION.	STUDY.
1.30 to 1.45...	Singing.	1st and 3rd, Spelling.
1.45 to 1.55...	Oral.	
1.55 to 2.10...	2d Class, Arithmetic.	
2.10 to 2.15...	Physical Exercises.	2d and 3rd, Spelling.
2.15 to 2.25...	1st Class, Spelling.	
2.25 to 2.40...	Drawing.	
2.40 to 3.10...	Writing.	1st, Reading; 2d, Spelling.
3.10 to 3.30...	RECESS.	
3.30 to 3.45...	3d Class, Spelling.	
3.45 to 4.00...	2d Class, Spelling.	1st and 3rd, Reading.
4.00 to 4.25...	1st Class, Reading.	
4.25 to 4.30...	Dismissal.	

PROGRAMME OF EXERCISES.

SIXTH AND FIFTH GRADES.

FORENOON.

TIME.	RECITATION.	STUDY.
9.00 to 9.10..	Opening Exercises.	
9.10 to 9.15..	Roll Call, &c.	
9.15 to 9.45..	1st Class, Geography.	2d and 3rd, Reading.
9.45 to 10.15..	2d Class, Reading.	1st, Spelling; 3rd, Reading.
10.15 to 10.20..	Physical Exercises.	
10.20 to 10.40..	3rd Class, Reading.	1st, Spelling; 2d, Arithmetic.
10.40 to 11.00..	RECESS.	
11.00 to 11.25..	1st Class, Spelling.	2d and 3rd, Arithmetic.
11.25 to 11.45..	2d and 3rd Classes, Arithmetic.	1st, Reading.
11.45 to 12.00..	2d and 3rd Classes, Oral.	1st, Reading.

AFTERNOON.

TIME.	RECITATIONS.	STUDY.
1.30 to 1.45...	Singing Exercises.	
1.45 to 1.50...	Roll Call, &c.	
1.50 to 2.05...	1st Class, Oral.	2d and 3rd, Spelling.
2.05 to 2.35...	1st Class, Reading.	2d and 3rd, Spelling.
2.35 to 2.55...	Writing.	
2.55 to 3.15...	RECESS.	
3.15 to 3.45...	2d and 3rd Classes, Spelling.	1st, Arithmetic.
3.45 to 3.50...	Physical Exercises.	
3.50 to 4.10...	1st Class, Arithmetic.	2d and 3d, Abbreviations.
4.10 to 4.30....	Classes 2 & 3, Spell by Sounds, & Ab.	1st, Geography.

PROGRAMME OF EXERCISES.

FIFTH GRADE.

FORENOON.

TIME.	RECITATION.	STUDY.
9.00 to 9.15...	Devotional Exercises.	
9.15 to 9.30...	Oral.	
9.30 to 9.55...	1st Class, Geography.	2d, Reading; 3rd, Spelling.
9.55 to 10.00...	Physical Exercises.	
10.00 to 10.25...	2d Class, Reading.	1st, Spelling; 3rd, Written Spelling.
10.25 to 10.40...	3rd Class, Spelling.	1st, Written Spelling; 2d, Arithmetic.
10.40 to 11.00...	RECESS.	
11.00 to 11.15...	1st Class, Spelling.	2d and 3rd, Arithmetic.
11.15 to 11.30...	2d Class Arithmetic.	1st, Spell'g & Definitions; 3rd, Arith.
11.30 to 11.45...	3rd Class, Arithmetic.	1st, Spell'g & Definitions; 2d, Spell'g.
11.45 to 12.00...	1st, Spell'g & Definitions from Reader.	2d, Spelling; 3rd, Geography.

AFTERNOON.

TIME.	RECITATION.	STUDY.
1.30 to 1.40...	Singing, &c.	
1.40 to 2.00...	1st Class, Reading.	2d, Abbreviations; 3rd, Geography.
2.00 to 2.15....	2d Class, Spelling & Abbreviations.	1st, Arithmetic; 3rd, Geography.
2.15 to 2.20....	Physical Exercises.	
2.20 to 2.35....	3rd Class, Geography.	1st, Arithmetic; 2d, Geography.
2.35 to 2.55....	Writing.	
2.55 to 3.15....	RECESS.	
3.15 to 3.35....	1st Class, Arithmetic.	2d, Geography; 3rd, Reading.
3.35 to 3.55....	2d Class, Geography.	1st, Map Drawing; 3rd, Reading.
3.55 to 4.15....	3rd Class, Reading.	1st and 2d, Map Drawing.
4.15 to 4.30....	1st Class, Oral.	2d, Map Drawing; 3rd, Drawing.

PROGRAMME OF EXERCISES.

FOURTH GRADE — NO. I.

TIME.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
A. M.					
9.00 to 9.15.	Dev. Exercises	Dev. Exercises	Dev. Exercises	Dev. Exercises	Dev. Exercises.
9.15 to 10.00.	Class 1, Read'g	Class 1, Read'g	Class 1, Read'g	Class 1, M. Ar.	Class 1, Read'g
10.00 to 10.05.	Physical Ex.	Physical Ex.	Physical Ex.	Physical Ex.	Physical Ex.
10.05 to 10.45.	Class 2, Read'g	Class 2, Read'g	Class 2, Read'g	Class 2, Geog.	Class 2, Geog.
10.45 to 11.00.	RECESS.	RECESS.	RECESS.	RECESS.	RECESS.
11.00 to 11.30.	} Singing.	Class 1, Arith.	Class 1, M. Ar.	Class 1, Arith.	Class 1, M. Ar.
11.30 to 12.00.		Class 2, M. Ar.	Class 2, M. Ar.	Class 2, M. Ar.	Class 2, M. Ar.
P. M.					
1.30 to 2.10...	Class 1, M. Ar.	Class 1, Geog.	Class 1, Arith.	Class 1, Geog.	Class 1, Arith.
2.10 to 2.15...	Physical Ex.	Physical Ex.	Physical Ex.	Physical Ex.	Physical Ex.
2.15 to 2.30...	} Class 2, Ar.	Oral.	} Class 2, Ar.	Oral.	Oral.
2.30 to 3.00...		Writing.		Writing.	Writing.
3.00 to 3.15...	RECESS.	RECESS.	RECESS.	RECESS.	RECESS.
3.15 to 3.45...	Class 1, Geog.	Class 2, Arith.	Class 1, Geog.	Class 2, Arith.	Class 2, Read'g.
3.45 to 3.50...	Physical Ex.	Physical Ex.	Physical Ex.	Physical Ex.	Physical Ex.
3.50 to 4.10...	} Class 2, Geog	Oral.	} Class 2, Geog	Oral.	Oral.
4.10 to 4.30...					
		Spelling.		Spelling.	Spelling.

FOURTH GRADE — NO. II.

FORENOON.

TIME.	RECITATION.	STUDY.
9.00 to 9.15...	Devotional Exercises.	
9.15 to 9.45...	1st Class, Reading.	2d, Geography.
9.45 to 9.50...	Physical Exercises.	
9.50 to 10.15...	2d Class, Geography.	1st, Colburn.
10.15 to 10.30...	Spelling.	
10.30 to 10.40...	Music.	
10.40 to 11.00...	RECESS.	
11.00 to 11.30...	1st Class, Colburn.	2d, Arithmetic.
11.30 to 11.55...	2d Class, Arithmetic.	1st, Arithmetic.
11.55 to 12.00...	Roll Call.	

AFTERNOON.

TIME.	RECITATION.	STUDY.
1.30 to 1.55...	Oral.	
1.55 to 2.20...	1st Class, Arithmetic.	2d, Reading.
2.20 to 2.40...	2d Class, Reading.	1st, Geography.
2.40 to 2.55...	Spelling.	
2.55 to 3.15...	RECESS.	
3.15 to 3.35...	1st Class, Geography.	2d, Colburn.
3.35 to 3.40...	Physical Exercises.	
3.40 to 4.00...	2d Class, Colburn.	1st, Reading.
4.00 to 4.25...	Writing.	
4.25 to 4.30...	Roll Call.	

PROGRAMME OF EXERCISES.

THIRD GRADE — NO. I.

RECITATIONS.

TIME.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
A. M.					
9.20 to 9.50.	Class 2, Read'g	Class 2, Read'g	Class 1, Read'g	Class 1, Read'g	Reading.
9.50 to 10.20.	Class 1, Arith.	Class 1, Arith.	Class 2, Arith.	Class 2, Arith.	Class 2, Arith.
10.20 to 10.40.	Oral.	Oral.	Oral.	Oral.	Oral.
10.40 to 11.00.	RECESS.	RECESS.	RECESS.	RECESS.	RECESS.
11.00 to 11.32.	Class 2, Arith.	Class 2, Arith.	Class 1, Arith.	Class 1, Arith.	Class 1, Arith.
11.32 to 12.00.	Writing.	Writing.	Class 2, Geog.	Class 2, Geog.	Class 2, Geog.
P. M.					
1.20 to 1.55.	Class 1, M. Ar.	Class 1, M. Ar.	Class 1, Gram.	Class 1, Gram.	Class 1, Gram.
1.55 to 2.22.	Class 2, M. Ar.	Class 2, M. Ar.	Class 2, M. Ar.	Class 2, M. Ar.	Class 2, M. Ar. }
2.22 to 2.57.	Class 1, Geog.	Class 1, Geog.	Class 1, Geog.	Class 1, M. Ar.	Class 1, M. Ar. }
2.57 to 3.15.	RECESS.	RECESS.	RECESS.	RECESS.	RECESS.
3.15 to 3.55.	Class 2, Gram.	Class 2, Gram.	Class 2, Gram.	Spelling.	Spelling.
3.55 to 4.25.	Spelling.	Spelling.	Writing.	Writing.	Spelling.
4.25 to 4.30.	Singing.		Spelling.		

STUDY.

TIME.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
A. M.					
9.20 to 9.50.	Class 1, Arith.	Class 1, Arith.	Class 2, Arith.	Class 2, Arith.	Review.
9.50 to 10.20.	Class 2, Arith.	Class 2, Arith.	Class 1, Arith.	Class 1, Arith.	Class 1, Arith.
10.20 to 10.40.					
10.40 to 11.00.	RECESS.	RECESS.	RECESS.	RECESS.	RECESS.
11.00 to 11.32.	Class 1, M. Ar.	Class 1, M. Ar.	Class 2, Geog.	Class 2, Geog.	Class 2, Geog.
11.32 to 12.00.			Class 1, Gram.	Class 1, Gram.	Class 1, Gram.
P. M.					
1.20 to 1.55.	Class 2, M. Ar.	Class 2, M. Ar.	Class 2, M. Ar.	Class 2, M. Ar.	Class 2, Spell'g
1.55 to 2.22.	Class 1, Geog.	Class 1, Geog.	Class 1, Geog.	Class 1, M. Ar.	
2.22 to 2.57.	Class 2, Gram.	Class 2, Gram.	Class 2, Gram.	Class 2, Spell'g	
2.57 to 3.15.	RECESS.	RECESS.	RECESS.	RECESS.	RECESS.
3.15 to 3.55.	Class 1, Spell'g	Class 1, Spell'g	Class 1, Spell'g		
3.55 to 4.25.					
4.25 to 4.30.		Reading lesson			Read'g less'n

Devotional Exercises from 9 to 9.20 A. M.

THIRD GRADE — NO. II.

TIME.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
A. M.					
9.15 to 9.45.	Class 3, Geog.	Class 3, Geog.	Class 3, Geog.	Class 3, Colb'n	Class 3, Colb'n
9.45 to 10.15.	Class 2, Arith.	Class 2, Arith.	Class 2, Arith.	Class 2, Colb'n	Class 2, Colb'n
10.15 to 10.45.	Class 1, Hist'y	Class 1, Hist'y	Class 1, Hist'y.	Class 1, Geog.	Class 1, Oral.
10.45 to 11.00.	RECESS.	RECESS.	RECESS.	RECESS.	RECESS.
11.00 to 11.30.	Class 3, Arith.	Class 3, Arith.	Class 3, Arith.	Class 3, Read'g	Class 3, Read'g
11.30 to 12.00.	Writing.	Writing.	Writing.	Class 3, Spell'g	Class 3, Spell'g
P. M.					
1.30 to 2.00.	Class 2, Hist'y	Class 2, Hist'y	Class 2, Geog.	Class 1 & 2, Rd.	Class 1 & 2, Rd.
2.00 to 2.30.	Class 1, Arith.	Class 1, Arith.	Class 1, Arith.	Class 1 & 2, Sp.	Class 1 & 2, Sp.
2.30 to 3.00.	Class 3, Gram.	Class 3, Gram.	Class 3, Gram.	Class 3, Gram.	Class 3, Oral.
3.00 to 3.15.	RECESS.	RECESS.	RECESS.	RECESS.	RECESS.
3.15 to 3.50.	Class 2, Gram.	Class 2, Gram.	Class 2, Gram.	Class 1, Gram.	Class 2, Geog.
3.50 to 4.30.	Class 1, Gram.	Singing.	Class 1, Gram.	Class 2, Oral.	Singing.

Devotional Exercises from 9.00 to 9.15 A. M.

PROGRAMME OF EXERCISES.

SECOND GRADE.

RECITATIONS.

TIME.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
A. M.					
9.15 to 9.50.	Class 2, Arith.	Class 1, Arith.	Class 1, Gram.	Class 1, Arith.	Class 2, Arith.
9.55 to 10.30.	Class 1, Gram.	Class 2, Gram.	Class 2, Arith.	Class 2, Gram.	Class 1, Gram.
10.30 to 10.45.	RECESS.	RECESS.	RECESS.	RECESS.	RECESS.
10.45 to 11.20.	Class 2, Geog.	Class 1, Hist'y	Class 1, Colb'n	Class 1, Hist'y	Class 2, Geog.
11.20 to 12.00.	Class 1, Read'g	Class 2, Read'g	Class 1, Read'g	Class 2, Read'g	Class 1, Read'g
P. M.					
1.30 to 2.15...	Class 2, Gram.	Class 1, Geog.	Class 2, Read'g	Class 1, Geog.	Class 2, Hist'y
2.20 to 3.00...	Spelling.	Writing.	Spelling.	Writing.	Writing.
3.00 to 3.15...	RECESS.	RECESS.	RECESS.	RECESS.	RECESS.
3.15 to 3.50...	Class 1, Arith.	Oral.	Class 1, Arith.	Oral.	Spelling.
3.50 to 4.30...	Class 2, Colb'n	Class 2, Arith.	Class 2, Hist'y	Class 2, Colb'n	Class 1, Colb'n

STUDY.

TIME.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
A. M.					
9.15 to 9.50.	Class 1, Gram.	Class 2, Gram.	Class 2, Arith.	Class 2, Gram.	Class 1, Gram.
9.55 to 10.30.	Class 1, Hist'y	Class 1, Hist'y	1st, Col.; 1st, R.	Class 1, Hist'y	Class 2, Geog.
10.30 to 10.45.	RECESS.	RECESS.	RECESS.	RECESS.	RECESS.
10.45 to 11.20.	Class 1, Read'g	Class 2, Read'g	Class 2, R. & S.	Class 2, R. & C.	Class 1, Read'g
11.20 to 12.00.	Class 2, Gr. & S.	Class 1, Geog.	Class 2, Hist'y	Class 1, Geog.	Class 2, H. & S.
P. M.					
1.30 to 2.15...	Class 1, S. & Ar.	Class 2, Arith.	Class 1, S. & A.	Class 2, C. & A.	Class 1, S. & C.
2.20 to 3.00...	RECESS.	RECESS.	RECESS.	RECESS.	RECESS.
3.00 to 3.15...	RECESS.	RECESS.	RECESS.	RECESS.	RECESS.
3.15 to 3.50...	Class 2, Colb'n	Class 1, Gram.	Class 2, Hist'y	Class 1, Gram.	Class 2, Arith.
3.50 to 4.30...	Class 1, Arith.	Class 1, Gram.	Class 1, Arith.	Class 1, Gram.	Class 2, Arith.

Devotional Exercises from 9 to 9.15.

Physical Exercises from 9.50 to 9.55 A. M.; and from 2.15 to 2.20 P. M., every day.

FIRST GRADE.

TIME.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
A. M.					
9.15 to 10.00.	Class 1, Geog.	Class 1, Geog.	Class 1, Hist'y	Class 1, Hist'y	Class 1, Hist'y
10.00 to 10.45.	Class 2, Geog.	Class 2, Geog.	Class 2, Hist'y	Class 2, Hist'y	Class 2, Hist'y
10.45 to 11.00.	RECESS.	RECESS.	RECESS.	RECESS.	RECESS.
11.00 to 11.30.	Class 1, Arith.	Class 1, Arith.	Class 1, Arith.	Class 1, Arith.	Class 1, Arith.
11.30 to 12.00.	Class 2, Arith.	Class 2, Arith.	Class 2, Arith.	Class 2, Arith.	Class 2, Arith.
P. M.					
1.30 to 2.10...	Class 1 & 2, Gr.	Class 1 & 2, Gr.	Class 1 & 2, Gr.	Class 1, Geog.	Oral.
2.10 to 2.40...	Class 1, Read'g	Class 1, Read'g	Class 1, Geog.	Class 2, Geog.	Class 1, Read'g
2.40 to 3.00...	Oral.	Oral.	Oral.	Oral.	Oral.
3.00 to 3.15...	RECESS.	RECESS.	RECESS.	RECESS.	RECESS.
3.15 to 3.45...	Class 2, Read'g	Class 2, Read'g	Class 2, Geog.	Class 1 & 2, Rd.	Class 2, Read'g
3.45 to 4.30...	Writing.	Write Spelling	Examination.	Write Spelling	Rhet. Exerci's

Devotional Exercises from 9.00 to 9.15 A. M.

HIGH SCHOOL.

The past year has been one of more than usual prosperity. The number continuing to the end of the course is quite largely increased. The First Middle Class is nearly twice as large as in any previous year. The general summary contains the numbers belonging to each of the several classes. The very full report of the Committee on the High School, together with the report of the Principal, will give much and gratifying information upon the general condition and prospects of the school. It will not be improper for me to present a brief comparative statement, that the growth of the High School may be the more readily seen.

	1865-'66.	1866-'67.		
Whole Number Enrolled,	390	413	Increase,	23
Average Number Belonging,	325	350	"	25
Average Daily Attendance,	313	339	"	26
Per Cent. of Punctual Attendance, }	96.2	96.7	"	.5
Av. Number of Students in General Department, }	258	288	"	30
Av. Number of Students in Classical Department, }	8	17	"	9
Av. Number Studying Latin, }	119	103	Decrease,	16
Av. Number Studying German, }	118	154	Increase,	36
Av. Number Studying French, }	21	30	"	9

The pressure upon your Board for seats in the High School is greater than you can meet with your present facilities. Immediate steps should be taken toward the erection of a larger building. This building, as it seems to me, should be located in the South Division, as near as practicable to the termini of the different street railways, so that no pupil be required to pay more than one car-fare to reach the school. The present High School building can be advantageously used in the Scammon District, as the present Scammon School buildings are insufficient to meet the requirements of the school.

The general attendance upon the High School has been somewhat remarkable, considering the distance traveled by many pupils. During the summer term the school was opened at 8 o'clock in the morning. The time was thought too early, and a change has, by vote of the Board, been made to the old time of beginning, viz., 9 A. M.

That the change to 8 o'clock was not injurious to the school, will appear from the fact that for the months during which this rule was in operation, the Average Daily Attendance was better than in corresponding months of the previous year, when the school opened at 9 o'clock.

May, 1866, 96 Per Cent. ; May, 1867, 97.5 Per Cent.
June, 1866, 97 Per Cent. ; June, 1867, 98.4 Per Cent.

I am quite confident that it is better for the pupils of the High School, that during the summer months at least, the school be opened as early as eight

o'clock, that it may close at a seasonable dinner hour.

Another fact of much interest is found in the following statement:

Of the whole number enrolled (35) in the Senior Class for the year, all but three graduated.

Seventy-six per cent. of all enrolled in the First Middle Class continued in connection with the class till the close of the year; of the Second Middle Class, seventy-seven per cent., and of the Junior Class, sixty-nine per cent.

I think this fact is the very highest evidence that the High School has gained in popular favor. That this popular favor has a good basis will appear from the good standing held by our graduates in the different colleges to which they have been admitted. Some inducements should be held out to our young men to continue their course of study with us, as far as possible.

NORMAL DEPARTMENT OF THE HIGH SCHOOL.

There is much to encourage the Board in the continued success of the Normal School.

The benefits flowing from the School of Practice have been plainly observable during the year. The graduating class of 1866 have, with the exception of one who was physically unable to teach, found employment, and success has uniformly attended them. Their drill in the School of Practice has had a marked influence upon their teaching. The prediction made in my last report, that the knowledge

gained of the adaptation of the teacher to some particular work, will be found not the least among the benefits of this very successful experiment, has been fulfilled. I believe that no change of any teacher from the class of 1866 has been found necessary, since first assignment. It is quite desirable that the School of Practice embrace either other, or a greater number of grades. If the latter be accepted as the more desirable, more room is needed. The room allotted to the Normal Department of the High School has been inadequate to the wants of the school, nor can it be increased until a new High School building is erected.

PUBLIC SCHOOL LIBRARY.

During the past three years, Mr. Ira Divoll, Superintendent of Public Schools of St. Louis, has been instrumental in establishing a Public School Library in that city, which now numbers over eleven thousand volumes. The following letter from Mr. Divoll explains fully the character of the library, and gives the details of its organization and management :

OFFICE SUPERINTENDENT PUBLIC SCHOOLS, }
ST. LOUIS, Sept. 23d, 1867. }

J. L. PICKARD, *Superintendent Public Schools, Chicago :*

DEAR SIR :—In your letter of the 22d ult., you ask for a brief statement of the plan of organization and management of our “Public School Library.”

As the name imports, the Library enterprise is closely

united with that of the Public Schools, although the two institutions are managed by separate and distinct corporations.

The idea of establishing this Library was suggested by the conviction that the Common School system of education, in vogue with us, demands something supplemental to it that shall serve as a means of culture and improvement, accessible to all and available through life. The notion that one has finished his education because he has graduated—even though the diploma dates from the highest institution of learning—has been sufficiently animadverted upon. It is now well understood that while the tuition of the school serves to discipline and quicken the mental faculties, to cultivate self-reliance and independent thought, it is, nevertheless, limited to supplying merely the substantial basis for intellectual culture. Its province is to furnish the formal or technical part of an education, to give to the pupil the keys to the various departments of knowledge. Just as the novice serves his apprenticeship to acquire the *technique* of the trade which he intends to follow as his vocation, so in the school the pupil is prepared for the more general course of study that is to occupy his whole life. It is therefore the province of the educator to bear in mind the whole scope of education so as to adapt the foundation to the superstructure.

Indeed the plan of education I have attempted to describe is already prefigured by the practice of the American people. The learning they get in the schools is but a trifle when compared with that they acquire in after life. They are notoriously a reading people, and the printed page is the conventional form of obtaining and disseminating information. To such an extent has

this become established that individuals of the most widely separated sections of the country keep equal pace, in sentiments and ideas, upon topics of general interest — each one reading in his morning paper substantially the same matter, whether in Maine or California.

But with this phase of national development, certain evils are connected. The press sends forth not merely the items of useful information; it disseminates likewise the most ephemeral, trashy reading matter, much of which is worse, a great deal worse, than nothing, thus rendering the habit of reading, engendered by the schools, a curse instead of a blessing. This has become so prevalent and so obvious to the philanthropic educator that it has led to the founding of Libraries, Reading Rooms, Lyceums, Galleries of Art, Cabinets of Natural History, &c., with the view to counteract the growing evil. The Public School Library together with its Reading Room and system of public lectures, aims to accomplish this more effectively by connecting the two parts of popular education, and rendering the transition from one stage of progress to the other, sure and healthful.

Acting upon these views, we have provided at the lowest rates of membership, a large and attractive Library, supplied with such books as will enable every one to pursue and complete whatever branch of study he may choose; and we urge the pupils to connect themselves early with this Library as Life Members, thus identifying them with it before they leave the schools, and thereby securing their permanent interest in its welfare.

The terms of Life Membership (to which those only are eligible who have at some period of their lives been connected with the St. Louis Public Schools) have been fixed at the low rate of twelve dollars. This sum may

be paid at once, or in quarter-yearly instalments of one dollar, each dollar so invested securing to the payer the use of the Library during the current three months, and a certificate, twelve of which will at any time purchase a life membership. Persons not eligible to life membership may become Honorary Life Members upon payment at one time of twenty-five dollars; or temporary subscribers at the rate of three dollars per annum.

The dollar certificate feature has proved the main stay of the institution. While forced to depend mainly upon receipts from other sources for the purchase of books, the monthly income from those whose expiring subscriptions are renewed with one dollar, has steadily defrayed the current expenses of the library.

In the selection of books, care was devoted: *Firstly*, to obtain the most complete and inviting collection of works for children. The Juvenile Library comprises about one-fifth of our entire number. *Secondly*, the department of popular light literature was made very full, — objectionable books being, however, sedulously excluded. *Thirdly*, the more important classes of useful works, treating upon all branches of literature, science and art, have occupied, and continue to occupy, the rank they deserve, as the main body of the Library. The best books in all departments have always been sought for, and, when possible, obtained.

From the copy of the rules and regulations of the Library herewith sent, you will perceive that the Institution was chartered in February, 1865. Very little progress besides the organization of the Board, was made till the fall of that year. In November, we purchased the first instalment of books, numbering about two thousand volumes. In December, the Issue Ledger was opened,

and at the end of the first year, that is in January, 1867, it showed a membership of over eighteen hundred persons, and a circulation of over thirty thousand volumes — the issues sometimes amounting to five hundred volumes per day. In the meantime, the Library had been increased to about ten thousand volumes.

The results achieved up to date may be stated as follows :

The Library contains eleven thousand volumes. It has about 2,100 members. The Reading Room is supplied with the leading Foreign and American Newspapers, Magazines and Reviews. The Lecture Course last year, embraced thirteen lectures, which, besides affording instruction and entertainment to a large portion of our citizens, netted over \$800 for the benefit of the Library. For the coming season, a course of eighteen lectures, from the most distinguished speakers of the country, is already arranged.

This institution has received no support from any public fund, but has been built up solely by membership fees, small donations, the proceeds of lectures, exhibitions, etc. It enjoys a steadily increasing patronage, and its influence in elevating the standard and widening the scope of popular education is admitted on all hands.

Very truly yours,

IRA DIVOLL.

The provisions of the charter referred to in Mr. Divoll's letter are briefly these :

SECTION I. Confers the ordinary powers upon corporations named.

SECTION II. Defines the objects of the Association and terms of membership.

SECTION III. Confines membership to persons at present or heretofore connected with Public Schools, as pupils, teachers or officers.

SECTION IV. Vests powers of the Society in sixteen Trustees. The President of the Board, the Superintendent of Public Schools, the Principal of the High School, and the Principal of the Normal School, are, *ex-officio*, members of the Board of Trustees. Of the remaining twelve Trustees, one-third go out of office each year. Six of the Trustees may be females.

SECTION V. Makes the President of the Board of Education, *ex-officio*, President of the Trustees, who shall open a book of registry for those who desire to become members, and when fifty or more persons shall so enrol themselves, he shall call them together for the election of twelve Trustees.

SECTION VI. Empowers the Trustees to make all needful rules and regulations.

SECTION VII. Gives Trustees power to assess all life members in a sum not exceeding three dollars per annum, whenever directed so to do by a concurrent vote of at least two-thirds of the Trustees.

SECTION VIII. Gives the Board of Education power to appropriate a sum out of their general fund, not to exceed five thousand dollars, toward the purchase of books, and to provide suitable rooms for the library.

SECTION IX. Exempts property of the Society from taxation.

The Rules and Regulations adopted,

Provide for :

1. Annual Meetings.
2. Special meetings.

Assign the usual duties to the officers :

1. President.
2. Vice President, to be selected from Trustees.
3. Secretary.
4. Treasurer, who is also Librarian.

Provide for the appointment of Committees :

1. Executive Committee of five members.
2. Library Committee of five members.
3. Lecture Committee of five members.
4. Auxiliary Committee of twenty members of the Society.

Assign to these Committees their respective duties; the Auxiliary Committee to aid in soliciting subscriptions, &c.

Provide for :

Monthly meetings of Trustees, with definite order of business, and the usual parliamentary rules.

Provide for :

1. Life membership upon payment of twelve dollars.
2. Honorary membership upon the payment of twenty-five dollars, by persons not eligible under the charter to life membership, and to active participation in the affairs of the Society.
3. Annual membership upon the payment of three dollars.

And provide for :

1. Conditions of loaning books to members.
2. Conditions of loaning books to others.
3. Fines and penalties for injury or loss of books.

It is useless to spend time at this day in arguing upon the value of such a library. Can we follow the noble example of St. Louis in this respect? Chicago needs but to hear the question, and its affirmative answer is certain.

The pupils of the Normal School raised, by an exhibition last year, over \$300, which was expended for their benefit in the purchase of books. It would not be difficult to realize from exhibitions given for that purpose at least \$2,000 during the coming year, and that, too, without detriment to the schools. This sum would serve as a nucleus for a library, to be increased as means can be secured from liberal minded citizens who are waiting for some opportunity of this kind.

SCHOOL DISCIPLINE.

I. SUSPENSIONS.

The accompanying table will show the number of suspensions for irregular attendance, as also the number of suspensions for misconduct, by schools, also the number of restorations made by the Superintendent.

The discrepancy between the number suspended and the number restored, is not, in fact, as great as it may appear from the figures given, since

teachers are authorized to restore all who have been suspended for absence on account of sickness; and no record is kept of such restorations. The number of suspensions is nearly one thousand less, while restorations are about seven per cent. greater than during the preceding year :

TABLE OF SUSPENSIONS AND RESTORATIONS.

SCHOOLS.	SUSPENSIONS FOR ABSENCE.			SUSPENSIONS FOR MISCONDUCT.		
	Number of Suspensions.	Number of Restorations	Per cent. of Restorations upon Suspensions	Suspensions.	Restorations	Per cent. of Restorations
High,.....	1		0	1	1	100
Dearborn,.....	156	71	46	5	0	0
Jones,.....	129	64	50	5	2	40
Scammon,.....	80	38	48	9	7	78
Kingie,.....	366	158	43	19	3	16
Franklin,.....	209	68	33	34	6	18
Washington,.....	318	60	19	27	14	52
Moseley,.....	215	65	31	14	7	50
Brown,.....	209	74	36	0	0	
Foster,.....	364	120	33	32	5	16
Ogden,.....	167	63	38	8	4	50
Newberry,.....	452	118	26	25	4	16
Wells,.....	178	43	24	0	0	
Skinner,.....	528	135	26	16	4	25
Haven,.....	303	122	40	7	1	14
Cottage Grove,.....	49	23	48	1	0	0
Bridgeport,.....	231	74	32	0	0	
Holstein,.....	2	1	50	0	0	
Walsh Street,.....	4	0	0	0	0	
Elizabeth Street,.....	64	21	33	7	4	57
Pearson Street,.....	40	12	30	32	3	9
Rolling Mills,.....	36	9	25	2	0	0
Total,.....	4101	1339	33	244	66	27

II. CORPORAL PUNISHMENTS.

In use of this means of school discipline there has been a very gratifying decrease. Its disuse has increased somewhat the number of suspensions for misconduct.

It appears that the cases of corporal punishment for the past year in our schools average less than

two a month to each teacher employed. Can this small average be still further reduced? I answer most emphatically,—It *can be* reduced, and it *will be* reduced. If all teachers would consider the recommendations contained in the Revised Course of Instruction, and be governed by them entirely, at least half the cases might be managed without resort to the rod; as to the other half, it remains a very serious question whether or not more good would be done by removing the offender from school, where he would be subjected to the influences of the street, than by inflicting such reasonable punishment as shall correct his evil practices.

It is urged that moral evils cannot be corrected by resort to the infliction of physical pain. This question I shall not discuss here, but I am convinced that all other means should be tried first, except such as will inevitably work greater injury to the offender or to the school community.

TEACHERS' INSTITUTE.

The attendance upon the Monthly Institute has been very good, and, I trust, profitable.

The sections, numbering eight, have each been under the charge of some male teachers selected by the section. The exercises of these sections have been more generally interesting than in preceding years. The teachers as a whole have taken a personal interest in their success, and for that very reason they have found them more profitable to themselves.

The following table will show the number of teachers employed in the several schools, the number of absences from Institute, the number of tardinesses, the number excused for absence by reason of sickness.

The first column gives the whole number of different teachers employed during the year.

The second column gives aggregate of absences.

The third column includes all tardinesses and dismissals before close of Institute.

The fourth column gives the number of absences for which the excuse of sickness was rendered by the absentees.

The fifth column gives the number present at every Institute for the year.

TABLE OF ATTENDANCE UPON INSTITUTE.

SCHOOLS.	No. Teachers.	No. Absences.	Number Tardinesses.	Absences Excused by Sickness.	No. present at every Institute	REMARKS.
High,	11	4	0	1	8	
Dearborn, ..	14	18	11	14	2	
Jones,	13	16	7	13	4	
Scammon,	11	8	2	8	6	
Kinzie,	15	12	6	7	8	
Franklin,	29	32	5	24	11	
Washington,	26	27	8	27	13	
Moseley,	15	21	12	12	3	
Brown,	14	10	9	10	5	
Foster,	34	23	21	21	20	
Ogden,	15	15	7	12	6	
Newberry,	22	22	8	18	9	
Wells,	18	10	9	6	9	
Skinner,	27	26	5	14	12	
Haven,	18	19	4	12	4	
Cottage Grove,	9	5	8	4	5	
Bridgeport,	8	18	2	4	2	
Hofstein,	2	0	0	0	2	
Walsh Street,	9	0	1	0	9	Organized May, 1867.
Elizabeth Street,	9	3	3	3	6	Organized January, 1867.
Pearson Street,	9	3	0	1	6	Organized January, 1867.
Rolling Mill,	3	2	0	1	2	Organized January, 1867.
Total,	331	293	128	212	152	

The excess in number of Teachers above those actually employed for the whole year arises from changes of Teachers, and from transfers from one school to another.

It will be seen that the number of absences, except from sickness, are but eight for each month, or one in forty-one of the whole number of teachers. The average last year was twenty, or one in thirteen of the whole number.

The number present at every Institute is one hundred and fifty-two, an excess of sixty-three over the number of last year.

**EXAMINATION OF
SECOND, THIRD AND FOURTH GRADES,
HELD APRIL 12, 1867.**

About one week previous to the examination, the following directions were sent to those teachers whose classes were to be examined :

DIRECTIONS FOR REGULAR TEACHERS.

The following classes will be examined :

UPON SECOND GRADE STUDIES.

1. All classes now in the Second Grade that were in the Second Grade previous to Sept. 15, 1866.
2. All classes that have been promoted to First Grade since Feb. 15, 1867.

UPON THIRD GRADE STUDIES.

All classes now in the Third Grade that were in the Third Grade previous to Sept. 15, 1866.

UPON FOURTH GRADE STUDIES.

1. All classes that are to be examined for promotion to Third Grade previous to May 10, 1867.
2. All classes that have been examined for promotion to Third Grade since March 1, 1867.
3. All classes now in the Fourth Grade that entered

the Grade previous to May 10, 1866, whether they are to be examined previous to May 10, 1867, or not.

Every pupil must be examined with the class to which he belongs, even though he may have entered it during the last week; and every pupil now in the school who has been connected with the class until within one month of the examination, must be examined with the class.

The teachers of the above classes will write out the names of their pupils by classes, giving the age of each pupil in years and months. These lists should be returned to the Office of the Board, by the Principal of each school, as early as Monday noon, April 8th.

All classes of the Grammar Department, not examined, will be dismissed for the forenoon.

Teachers are requested to give such previous instruction to their pupils, in reference to the heading of their papers on the day of examination, that they will understand how to proceed immediately upon the distribution of the questions. Each paper will be required to be headed with *the name of the school, the name of the pupil, the grade to which he belongs, and the name of the teacher.*

Two pupils of the same grade must not, in any case, be allowed to sit at the same desk. When it is necessary to seat two pupils at the same desk, they should, in all cases, be from different grades.

The classes will be examined upon the following subjects, and in the order named:

For Second Grade. — Arithmetic, Grammar, (*Recess*), Oral and Spelling.

For Third Grade. — Arithmetic, Geography, (*Recess*), Oral and Spelling.

For Fourth Grade. — Arithmetic, Geography, (*Recess*), Oral and Spelling.

In conducting the examination in Spelling, let each word be pronounced first by the Special Teacher, and then re-pronounced by one of the pupils in the back part of the room.

All maps must be removed from the black-boards and walls of the room.

See also special directions at the head of each set of questions, which must be strictly followed.

Special Teachers received these additional instructions two or three days previous to the examination :

DIRECTIONS FOR SPECIAL TEACHERS.

It is essential to the success of this examination, that the constant and undivided attention of every special teacher should be given to the exercises of the forenoon. Every violation of the directions given on this and the other papers should be carefully noted and reported to the Superintendent. Whenever a pupil is seen to communicate, or make any use of another's slate or paper, the name should be taken, so that a suitable deduction may be made in estimating the examination.

The special teachers will return to the office of the Board of Education, with the examination papers, the names of all absentees belonging to the classes examined, and state the causes of absence.

The special teachers will collect the papers without any delay, at the close of the time specified for each exercise and compare the number of papers collected, with the number of pupils examined. The papers of each study should be kept separate, and those of each grade should be kept by themselves. *The papers should not be folded, nor rolled.*

All papers to be taken by the special teachers, at the close of the examination, and carried to the office of the Board of Education as early as one o'clock.

Each special teacher having charge of a division is requested to fill out the following blank and return it to the office with the examination papers.

In reporting the length of time in the grade, the length of time since *the class* was promoted to the grade must be given, and not the average time of the individuals of the class.

_____ SCHOOL.

NAME OF REGULAR TEACHER, _____

Whole number belonging to classes }
 examined in Second Grade Studies, }
 Length of time in the grade,
 Number present,
 Number absent,

Whole number belonging to classes }
 examined in Third Grade Studies, }
 Length of time in the grade,
 Number present,
 Number absent,

Whole number belonging to classes }
 examined in Fourth Grade Studies, }
 Length of time in the grade,
 Number present,
 Number absent,

_____ *Special Teacher.*

The questions were given to the Special Teachers on the morning of the examination, in sealed packages, each subject in a package by itself, with printed instructions on each package that it should not be opened *under any circumstances* till the hour for the examination in that particular subject should arrive. The following are the questions submitted :

QUESTIONS FOR SECOND GRADE.

ARITHMETIC.

Forty-five Minutes allowed for this Exercise.

[The examples may be worked out first on slates, and then copied on paper, if pupils prefer to do so; but all the copying must be completed within the time specified. *The solutions should be copied on the paper in full*, so that the Committee may see the process as well as the answers. No books nor helps of any kind allowed on the desks, and none to be used during the examination. All communications to be avoided. Pupils to receive no information from teachers, or others, respecting any of the questions. Every pupil to write at the top of each paper his name, name of teacher, grade to which he belongs, and name of school. Each answer should be numbered to correspond with the number of the question. At the close of the time specified, every paper will be taken up, whether completed or not.]

1. Two men start from two places 35 miles apart, and travel in opposite directions, the one going at the rate of 25 miles a day, the other at the rate of 40 miles a day. How far apart will they be at the end of 3 weeks?

2. In division, how may the quotient be increased without changing the dividend? How may it be decreased by changing the dividend?

3. Find the prime factors of 2205.

4. Find the greatest common divisor of 32, 112, 1024.

5. What is the smallest sum of money with which I can purchase either a number of sheep, at 3 dollars each; or

of cows at 35 dollars each; or of horses at 195 dollars each?

6. Add $\frac{31}{15}$, $\frac{6}{25}$, $\frac{1}{3}$ and $\frac{4}{5}$.

7. A father left to his eldest son $\frac{2}{3}$ of his estate, and to his youngest son $\frac{1}{3}$ of the remainder, and to his daughter what was left, which was \$7650 less than the share of the eldest son. What was the estate?

8. A grocer has $2\frac{3}{4}$ barrels of brown sugar, $3\frac{1}{2}$ barrels of coffee A sugar, 5.17 barrels of coffee B sugar, and 3.35 barrels of crushed sugar, which he sells to 15 customers in equal shares. How much sugar of all kinds does each customer receive?

9. How many rods of fence will enclose a farm one mile long and half a mile wide?

10. Find the interest upon \$3750 for 3 years and 6 months at 10 per cent. per annum.

GRAMMAR.

Forty Minutes allowed for this Exercise.

[No books, nor helps of any kinds, allowed on the desks, and none to be used during the examination. All communications to be avoided. Pupils to receive no information from teachers, or others, respecting any of the questions. Every pupil to write at the top of each paper his name, name of teacher, name of school and grade to which he belongs. Each answer should be numbered to correspond with the number of the question. Pupils should attend carefully to the writing, as this will be taken into account in summing up the results. At the close of the time specified, every paper will be taken up, whether completed or not.]

1. Name the two chief classes of adjectives, and define each.

2. Name and define each of the degrees of comparison of adjectives.

3. Correct in all respects needing correction, the following:

The smallest of the two boys was here.

He is better than any man in the city.

He knows less about it than all others.

4. Construct a sentence that shall contain an irregular transitive verb.

5. Give the principal parts of Sink — Abide — Go — Hurt and Lose.

6. Correct if needed, the following :

No house, no barn and no fence was left.

The army of Napoleon were conquered by Wellington.

7. Give a Synopsis of the verb *Write* through the tenses of the indicative mood with the pronoun *She*.

8. Construct a sentence which shall contain an adverb in the comparative degree.

9. Give an example of a preposition properly used — An example of a conjunction properly used.

10. Mark with proper abbreviation the parts of speech in the following sentence :

“Alas! that the brother of my dearest friend and neighbor should have acted so unwisely.”

ORAL.

Forty Minutes devoted to this Exercise.

[General directions same as for Grammar. The answers to the following questions must be written as briefly as possible, without omitting any important facts. As the instruction upon these topics has been *oral*, accuracy of statement will be considered in making answers, rather than elegance of expression, though both are desirable.]

1. Name three conductors of electricity — three non-conductors.

2. Upon what does the telegraph depend for its efficiency?

3. How fast does sound move? and how can its velocity be ascertained?

4. Why can not owls see in the day-time?

5. Why is there danger of cracking a tumbler that has been heated, if it be placed suddenly in cold water?
6. Explain the rainbow.
7. What do you know about Cicero? State three important facts in the history of Calhoun.

SPELLING.

INSTRUCTIONS TO SPECIAL TEACHERS.

[The words must be distinctly pronounced once by the Special Teacher, and repeated by some pupil in the back part of the room. The pupil will write carefully with ink, as no opportunity will be given for re-writing. Penmanship will be marked more especially from the papers in spelling.]

Dandelion. Malefactor. Explanatory. Annihilate. Miscellany. Episcopal. Erysipelas. Trisyllable. Honorable. Chirography.

QUESTIONS FOR THIRD GRADE.

General directions accompanying these questions were the same as in the SECOND GRADE, and are therefore omitted in this.

ARITHMETIC.

1. Define a Proper Fraction — an Improper Fraction — and a Mixed Number.
2. Reduce $16\frac{2}{3}$ to sixths.
3. From $\frac{1}{2}$ of $5\frac{2}{3}$ subtract 3 times $\frac{1}{8}$.
4. Divide $\frac{2}{3}$ of $\frac{1}{4}$ by $\frac{1}{7}$ of $3\frac{1}{2}$.
5. If $\frac{2}{3}$ of 9 cords of wood cost 75 dollars, how much will $\frac{1}{2}$ of 5 cords cost?
6. Add $\frac{3}{4}$, $\frac{5}{8}$ and $1\frac{1}{4}$.
7. Divide .000021 by .07.
8. Reduce .4, .15, .0017 and 3. to a common denominator.

9. How many miles in 102400 rods?
10. What is the amount of \$150 for 2 years and 6 months, at 8 per cent. per annum?

GEOGRAPHY.

1. How many motions has the earth, and what are they?
2. What is Latitude — What is Longitude?
3. Define a Sea — a Gulf — a Harbor — a Sound.
4. Define an Island — a Continent — a Cape.
5. What is a Republic?
6. What oceans are east of the Eastern Hemisphere?
What ocean is west of the Eastern Hemisphere?
7. How many and what are the mountain systems of North America?
8. Name the largest Bay upon the Western Hemisphere, the largest Gulf.
9. What States touch the Great Lakes of North America?
10. Bound the largest of the Middle States.

ORAL.

1. Name the elements composing Water, and state the difference between the Water of the Ocean and Rain Water.
2. State what you know about Oxygen.
3. What difference is there between the blood as it enters the heart from the veins, and as it leaves it by the arteries, and how has the change been made?
4. Explain the principle upon which a common pump works.
5. State what you know about the Wall and the Hanging Gardens of Babylon.

6. What constitutes the Legislative Branch of the United States Government? How are its members elected?
7. State what you know of Oliver Cromwell.

SPELLING.

Fallacious. Serenade. Aggravate. Battery. Guardian.
Porcelain. Procedure. Cavalier. Epitaph. Satinet.

QUESTIONS FOR FOURTH GRADE.

Same general directions as in the other Grades.

ARITHMETIC.

1. Express in figures the following numbers: LXXVI, CXCIV, DCXLIX, MC, MDLX.
2. Express in words the following numbers: 1006, 3054, 1876, 20095, 10605.
3. Perform the work of this example: $156 \times 25 \div 13 - 175 \times 2$.
4. Divide 37568 by XIX.
5. The minuend is 1865 and the remainder is 976. What is the subtrahend?
6. The product is 3668 and the multiplier is 7. What is the multiplicand?
7. Write out a full analysis of this question: If a wheel turn round 50 times in going one block, how many times would it turn round in going 5 blocks?
8. What number subtracted from 1758 will leave as a result, a number equal to 7 times 115.
9. By what number must 36 be multiplied to produce a result, equal to the difference between 5346 and 4914?

10. Correct this example :

19)11419(61

114

019

19

GEOGRAPHY.

1. Name three of the largest countries of South America.
2. Name the grand divisions of the Eastern Hemisphere.
3. Bound the largest country of Europe.
4. What sea south of Europe, and from what does it separate it?
5. What ocean lies south of Asia?
6. What Isthmus between the Mediterranean Sea and Red Sea, and what countries does it connect?
7. What large Sea lies south of Russia?
8. Bound the Sahara or the Great Desert.
9. What countries constitute the British Isles?
10. From what countries are Elephants brought?

ORAL.

1. Name three Malleable Substances.
2. If a street car starts suddenly forward while you are standing in it, why are you thrown backward?
3. Name the heaviest metal, the lightest gas, and a liquid metal.
4. State what you know about Lead and its uses.
5. Describe the coat of arms of the United States.

6. State three of the most important things in the life of Franklin.

7. What fact in the life of Washington shows most strongly his love of his Mother.

SPELLING.

Pigeon. Programme. Comrade. Cocoon. Pewter.
Nuisance. Stucco. Adjust. Cushion. Fullness.

The papers as written were examined carefully upon the following week, and the averages made up as appear in the following table :—

M

TABLE OF AVERAGES.

RESULTS OF EXAMINATION OF SECOND, THIRD AND FOURTH GRADES OF DISTRICT SCHOOLS,
APRIL 12, 1867.

SCHOOLS.	DIVISION.	No. of Scholars Examined.	Average Age of Scholars.	Grade of Questions.	Length of Time in Grade.	GENERAL AVERAGE IN EACH STUDY.						GENERAL AVERAGE IN EACH GRADE.			General Average of each School.
						Arithmetic.	Grammar.	Geography.	Spelling.	Pennmanship.	Oral Instruction.	Second Grade.	Third Grade.	Fourth Grade.	
Dearborn,	Second,	24	Y. M. 13.8	Third,	MONTHS 7 1/2	48.6	.....	71.	67.1	82.1	59.2	.....	66.6	.....	66.6
Jones,	First,	15	14.5	Second,	7 1/2	52.8	71.0	79.1	94.0	87.0	77.5	76.4	67.6	.....	66.9
"	Second,	42	13.10	Third,	8 1/2	60.0	.....	.....	74.8	84.9	46.6	.....	.....	.....	.....
Scammon,	First,	27	14.5	Second,	10 1/2	52.2	62.6	.....	69.3	92.8	87.4	72.8	.....	.....	.....
"	Second,	22	13.0	Third,	13	46.4	.....	72.7	57.7	90.5	40.7	.....	61.6	.....	67.0
"	Third,	21	12.1	Fourth,	13	52.4	.....	67.5	66.7	77.1	83.8	.....	.....	66.3	.....
Kinzie,	First,	10	14.6	Second,	8	52.0	68.7	.....	57.0	86.0	70.4	86.8	.....	.....	.....
"	Second,	17	13.8	Third,	10	58.3	.....	82.2	71.8	83.8	42.7	.....	67.9	.....	66.0
Franklin,	First,	27	12.8	Fourth,	9	58.3	55.0	55.0	74.8	79.8	54.8	71.5	.....	.....	.....
"	Second,	26	14.3	Second,	9 1/2	47.2	72.6	.....	71.2	86.7	79.9	.....	75.8	.....	74.8
"	Third,	45	13.6	Third,	10 1/2	60.5	.....	86.9	78.0	83.1	71.7	.....	74.8	.....	.....
"	Fourth,	20	13.3	Fourth,	7 1/2	50.9	.....	87.3	80.5	82.3	72.9	.....	.....	78.3	.....
Washington,	First,	23	12.6	First,	9 1/2	67.9	60.8	88.0	86.7	77.4	62.7	64.0	.....	.....	.....
"	Second,	26	14.3	Second,	7	33.6	.....	.....	66.2	88.7	70.9	.....	63.1	.....	.....
"	Third,	58	13.0	Third,	8 1/2	54.8	.....	71.7	64.2	83.8	51.1	.....	48.1	.....	59.3
"	Fourth,	26	13.0	Fourth,	7	30.2	.....	61.4	33.8	81.7	83.5	.....	.....	62.5	.....
"	First,	35	13.3	First,	13	56.2	49.1	64.0	64.0	76.7	86.4	.....	.....	.....	.....
Moseley,	Second,	26	13.4	Second,	13	33.9	.....	36.1	58.1	79.2	59.2	.....	.....	.....	.....
"	Third,	27	15.3	Third,	7	45.9	64.6	.....	70.7	88.1	70.4	88.0	.....	.....	.....
"	Fourth,	40	14.1	Fourth,	9	62.4	80.3	.....	82.8	83.8	70.6	.....	75.9	.....	72.7

TABLE OF AVERAGES — CONCLUDED.

SCHOOLS.	DIVISION.	No. of Scholars Examined.	Average Age of Scholars.	Grade of Questions.	Length of Time in Grade.	GENERAL AVERAGE IN EACH STUDY.						GENERAL AVERAGE IN EACH GRADE.				General Average of each School.
						Arithmetic.	Grammar.	Geography.	Spelling.	Penmanship.	Oral Instruction.	Second Grade.	Third Grade.	Fourth Grade.		
															MONTHS.	
Brown,.....	Second,.....	27	14.10	Second,.....	8	41.4	68.8	86.5	86.7	87.8	74.2	71.8	73.5	72.1	70.3	
" ".....	Third,.....	67	14.0	Third,.....	8	61.5	.....	86.5	69.0	82.3	68.5	.....	.....	.....
" ".....	Fourth,.....	26	13.5	Fourth,.....	10	68.1	.....	74.4	77.3	82.3	68.3	.....	73.5	72.1
" ".....	Fifth,.....	38	12.6	Fourth,.....	10	48.2	66.6	67.9	77.4	56.2	63.3	71.5	
Foster,.....	Third,.....	37	13.9	Third,.....	9	66.5	.....	78.1	74.3	81.7	62.2	.....	72.1	.....	
" ".....	Fourth,.....	25	12.8	Third,.....	7	61.8	.....	82.7	82.0	77.0	61.6	.....	73.0	71.8
" ".....	Fifth,.....	46	12.10	Fourth,.....	10	64.3	67.8	89.6	85.4	52.2	69.7	69.0	
" ".....	Sixth,.....	52	12.6	Fourth,.....	8	63.1	.....	67.2	84.6	78.4	55.4	.....	.....	.....
Ogden,.....	First,.....	23	14.0	Second,.....	10	50.2	68.5	80.7	66.5	83.2	59.0	66.1	65.4	.....	
" ".....	Second,.....	49	13.2	Third,.....	11	38.6	77.5	81.8	80.4	64.9	73.2	69.0	
" ".....	Third,.....	56	12.2	Fourth,.....	10	60.6	70.3	80.0	63.2	78.9	54.1	63.5	.....	.....
Newberry,.....	First,.....	15	13.8	Second,.....	6	41.7	.....	80.0	63.2	78.9	54.1	.....	67.9	74.8
" ".....	Second,.....	28	13.2	Third,.....	7	63.2	81.2	74.3	75.7	70.3	70.9	
" ".....	Third,.....	49	12.2	Fourth,.....	7	72.7	.....	76.2	54.4	85.1	62.1	.....	69.7	.....	
Wells,.....	First,.....	16	13.7	Third,.....	10	67.4	.....	66.8	84.8	74.0	58.8	.....	.....	.....
" ".....	Second,.....	25	12.7	Fourth,.....	10	63.1	62.9	83.0	67.5	83.6	73.5	68.4	70.8	69.6	
Skinner,.....	Second,.....	28	15.0	Second,.....	7 1/2	45.7	.....	83.0	67.5	82.4	60.2	.....	.....	.....
" ".....	Third,.....	56	13.6	Third,.....	7	60.9	.....	71.5	60.0	79.4	47.0	.....	62.6	.....	
" ".....	Fourth,.....	29	14.1	Third,.....	7	58.0	64.4	60.0	76.8	47.2	59.6	66.1	
" ".....	Sixth,.....	30	12.8	Fourth,.....	7 1/2	49.5	.....	71.5	60.0	79.4	47.0	.....	.....	.....
Haven,.....	First,.....	33	14.7	Second,.....	7 1/2	52.8	70.9	78.1	81.0	78.0	51.9	.....	69.1	.....	
" ".....	Second,.....	33	13.8	Third,.....	7 1/2	56.3	66.6	73.0	80.1	86.3	62.5	69.5	
" ".....	Third,.....	20	12.7	Fourth,.....	7 1/2	46.3	.....	66.6	76.4	79.0	45.3	.....	.....	.....
" ".....	Fourth,.....	22	12.4	Fourth,.....	8	32.0	44.3	67.3	67.3	75.4	50.1	.....	.....	53.5
Cottage Grove,.....	Second,.....	37	12.4	Fourth,.....	7 1/2	46.3	66.6	76.7	75.4	50.1	53.5	
Bridgeport,.....	First,.....	6	13.7	Second,.....	10	26.0	62.3	66.7	66.7	62.5	.....	58.8	58.4	.....	
" ".....	Second,.....	8	12.6	Third,.....	10	45.4	.....	70.0	60.0	91.9	24.9	.....	.....	.....
" ".....	Fourth,.....	17	12.6	Fourth,.....	10	38.9	53.6	57.0	57.0	79.1	26.3	.....	58.4	51.0	

OUR NEEDS.

Foremost among these for a few years past has been the lack of accommodations for those desiring to attend our Grammar and Primary Schools. This need is in a fair way to be supplied. But its supply brings another great need —

A NEW HIGH SCHOOL BUILDING.

We have not sufficient room for the accommodation of those who are entitled to seats in our High School. The High School building is crowded to its utmost capacity. Where shall we find room for the numbers to be fitted in the several new Grammar School buildings in process of erection?

Each of our Grammar Schools has an increasing Grammar Department that will seek admission to the High School in the course of a year or two. Present indications are that the number hoping to enter the High School in July, 1868, will be at least ten per cent.* larger than during the past year. We have reached the utmost limits of admission. Further than this, the higher classes are constantly demanding more room, (the Senior Middle Class being nearly twice as large as any previous Senior Middle Class.) Once admitted, we cannot exclude them, and the encroachments upon lower rooms will be so great that to our present building we cannot admit as large a Junior Class as heretofore.

* At this present date, September 17th, the indications are that *twenty-five* per cent will be nearer the truth than ten per cent.

These considerations make the necessity for the immediate erection of another and more commodious High School building *imperative*.

Were the High School building more centrally located, classes in attendance would be somewhat increased.

Aside from the particular interest to be subserved, the general interest of our schools demands its erection. We have no Hall large enough to accommodate our Teachers' Institute. This has been a power for good. The loss of opportunity for general exercises will be seriously felt. We shall make the best provision possible, and yet we cannot compensate entirely for the loss of the hour heretofore devoted to general Institute Exercises.

BETTER GRAMMAR SCHOOL BUILDINGS.

I refer to those older buildings which are more immediately in the heart of our city, and which impress strangers, who see no others, so unfavorably with our school system. We know that these are not representative structures; and feeling sure that we have many excellent school buildings, we are apt to forget that others, whose good opinion is worth much to us, have not the same means of information with ourselves. One hundred persons will form their opinion of our schools from the Dearborn or Jones School buildings, while ten persons will take note of the Haven School building as a model.

I am aware that the pressure has been for *more* room in other parts of the city. The pressure for

more and better rooms in the heart of the city should be at once recognized. Every day we are losing ground in some districts because our buildings are repulsive and ill-adapted to their uses.

We make special efforts to secure good teachers. We must remember that a school house is a teacher, and its lessons may counteract the lessons of the living teachers, however excellent they may be. We cannot, with safety, ignore the influence of outward circumstances upon the minds of our children. We recognize it in our dwellings, in our churches and public halls—in all that pertains to our places of business and amusement. We recognize it also in our school houses; let us not give a false impression to those whose good opinion we need, by neglect in the particulars indicated above.

ROOM FOR GERMAN CLASSES.

Our buildings are so over-crowded that we have found it extremely difficult, in some cases impossible, to furnish suitable and needed rooms for the use of the German classes.

The necessity for some provision to meet this want is enforced by the excellent report of the Committee on German for the previous year, which, through inadvertence, was omitted in its proper place, and to which I would call especial attention:

REPORT OF COMMITTEE ON GERMAN.

The experiment of introducing the study of the German language in the course of instruction in our public schools, upon which this Board resolved two years ago, having, after a thorough and fair trial, proved a success in one school selected for that purpose, German was taught during the last school year in five district schools, to wit. : the Franklin, Washington, Moseley Newberry, and Wells Schools.

Notwithstanding there was at first some prejudice manifested against such an undertaking, we are happy to state that the same has now almost entirely disappeared, and many earnest friends of popular education, who entertained honest doubts as to the expediency of teaching a foreign language in the public schools, now heartily approve of it, and if there is now any feeling manifested among the patrons of our schools in regard to this matter, it is the regret that German is not extended to all of our public schools. The state of public opinion, and the willingness with which the better classes avail themselves of the opportunity to have their children instructed in a language beautiful in itself, and spoken so extensively in this city and in the Northwest, would encourage and justify this Board to introduce this branch of learning into more, or even into all of the schools, but for the want of able and efficient teachers, and for the want of school accommodations, which makes it in most of the schools a mere impossibility to teach German.

Your Committee, however, are hopeful that both of these impediments will in a short time be overcome. The erection of new and commodious school buildings is rapidly going on, and in a short time we shall be able

to procure teachers of German who are educated in and graduates of our own schools, and therefore acquainted with our educational system and discipline.

During the past year over eight hundred pupils have attended the lessons in German, the larger proportion of whom are of American parentage. Among the scholars of German birth or parentage, who took part in the study of German, your Committee observe a considerable number who formerly attended sectarian or other private schools, and who left those institutions as soon as the public schools gave them an opportunity to learn their native language. Your Committee think that this is a very encouraging fact, and that they are justified in expecting that in the same proportion in which our school accommodations shall be increased, and the course of instruction so extended as to embrace more than one language, the number of private schools, now to be found in almost every nook and corner of the city, will decrease, and the children of all nationalities be assembled in the public schools, and thereby radically Americanized.

Your Committee, in taking a retrospective view of the results of the study of German during the past two years, cannot omit to express their satisfaction and their hope that in a time not far distant the course of public instruction will be considered incomplete if the German language shall not be taught in each and every one of the schools of this city of progress and enterprise.

Respectfully submitted.

L. BRENTANO, }
GEO. C. CLARKE, } *Committee on German.*

SUGGESTIONS.

INSTRUCTION IN CORPORATE INSTITUTIONS.

In the City of New York certain Corporate Institutions report regularly to the Board of Education, and the work of secular instruction in these Institutions is entrusted to the Board. There are certain benevolent institutions in our own city, the inmates of which are within the limits of school age, and are entitled to school privileges. Cannot the Board of Education provide for the instruction of these children in the buildings provided by the associations, and thus do our work for these children economically? If in each of the larger Orphan Asylums we could, with consent of the Institutions, place a teacher, we should be at no expense for buildings, and should thus accomplish good to them as well as to ourselves. So with the Industrial Schools, the Home for the Friendless, the News Boys and Boot Blacks' Association &c. In some of these Associations children remain but a very short time; admitted to our public schools as they are, in many instances, they are not as much profited as they would be by a course of study less rigid than our own. I suggest the inquiry whether we have the power to take such a step, and if the power be given by the charter of the city, whether such a step would prove expedient.

SCHOOL BUILDINGS.

I am inclined to doubt the expediency of erecting

any more four-story school buildings. Safety in cases of sudden alarm, health and efficiency seem to me to demand a change in our plans in this regard. To meet the necessity of the case, one or two Primary Schools attached to each Grammar School, would answer the purpose of a larger building, and would at the same time afford to small children easier access to a school house.

I would refer to the excellent suggestions of your President upon this topic, as also upon that of the employment of an additional male teacher in our larger Grammar School. It seems to me that for every one thousand pupils, or for every fraction over three-fourths of one thousand, an additional male teacher should be employed. These male teachers may be denominated

VICE PRINCIPALS OR SUB-MASTERS.

To some extent, at least, these teachers will take the place now occupied by the Head Assistants, but will not at all interfere with our present plan. Should each Grammar School have one or more Primary Branches, so that the time of the Principal would be largely devoted to the oversight of the school, the first class will still have the instruction of a male teacher. This position will serve as a Training School for Principals whenever new schools are organized, or vacancies occur in the old schools.

CONCLUSION.

The active efforts of the Board of Education, most cordially seconded by the teachers, have made the

labors of the year successful to a remarkable degree. It is gratifying to be able to report very material progress in all that pertains to our work; but success should inspire all with fresh zeal, lest the advantage gained during the year be lost while we think it secure. Each success demands new effort, and imposes new and increased responsibility.

Your kindness to me, Gentlemen, is most gratefully acknowledged, and demands what it will be my pleasure to give—my best, my undivided service. Trusting that the forbearance you have shown toward my shortcomings in the past may still be extended, and with the hope that the occasions for its exercise may be less and less frequent,

I am, gentlemen,

Yours, most truly,

J. L. PICKARD, *Superintendent.*

SPECIAL REPORT.

The following table of comparative statistics has been very carefully compiled by S. A. Briggs, Esq., Vice President of the Board, and will be found of great value. The basis of comparison is as nearly as possible in agreement with our own system of records. Much time and care have been taken in its preparation, and it will repay close study.

J. L. PICKARD, *Superintendent.*

COMPARATIVE TABLE
OF
STATISTICS OF PUBLIC SCHOOLS OF THE PRINCIPAL CITIES OF THE UNITED STATES.
COMPILED FROM THE LATEST OFFICIAL REPORTS.

STATISTICS OF POPULATION, ATTENDANCE, ETC.

	Population in 1860.	Population at Latest Official Census.	Date of Report.	SCHOOL POPULATION.			SCHOOL ATTENDANCE.				TEACHERS IN DAY SCHOOLS.		
				Limit of Ages.	Number of Children.	Date of Census.	Total No. Registered.	Average No. Belonging.	Average No. Attending.	No. to Each Teacher.	Number of Males.	Number of Females.	Total.
Albany,	62268	1866—62613	April 30, 1867.....	5 to 16	16750	1866	8880	4913	4373	44	16	84	100
Alleghany City,	28703		June 30, 1867.....				6049	4077	3341	45	8	67	75
Baltimore,	212418	1866—192354	December 31, 1866.				27873	17728	14346	35	36	375	411
Boston,	177481	1866—192354	September 2, 1866.	5 to 15	35225	1866		27723	25969	44	66	647	613
Brooklyn,	266664	1866—266112	January 31, 1867.....	5 to 21	108099	1866	58195	31876	24667	42	27	562	599
Buffalo,	81131	1866—94592	December 31, 1865.....	5 to 21	53100	1866	17453		8233	31	32	233	266
Chicago,	109263	1866—200418	August 31, 1867.....	6 to 21	92544	1866	27268	16392	15413	49	25	292	317
Cincinnati,	171000	1864—186000	June 30, 1866.....	5 to 21 6 to 16	51374	1865	24898	17860	16835	44	60	324	384
Cleveland,	49417	1865—60000	August 31, 1866.....	5 to 20	20542	1866	8315	5688	5333	46	18	97	115
Detroit,	45619	1865—60000	December 31, 1866.	4 to 18	20363	1866	9137	6157	5840	58	10	90	100
Erie,	9419	1865—17988	July 3, 1867.....	6 to 21	3500	1866	2216	1320	1146	24	4	43	47
Fort Wayne,	10000		June 8, 1866.....	6 to 21	6493	1866	1705	1070	981	43	5	18	23
Kingston, N. Y.,	7000		September 1, 1867.....	5 to 21	2216	1866	1517	1036	942	42	6	20	25
Lawrence, Mass.,	13500	1865—22000	December 31, 1866.	5 to 15	4026	1866	* 3000	2366	2063	36	4	54	58
Louisville,	68083		June 30, 1866.....	5 to 15	5978	1866	9719	6478	5629	43	29	103	132
Lowell,	38527	1863—68000	December 31, 1866.....	4 to 20	20357	1866	7968	4948	4395	46	13	85	98
Milwaukee,	45254	1864—80000	August 31, 1866.....	4 to 20	20456	1866	7968	4634	3829	46	14	70	84
Newark, N. J.,	71914	1864—80000	December 31, 1866.....	5 to 18	20456	1866	11092	6642	5701	44	18	110	128

TABLE OF STATISTICS — CONCLUDED.

	Population in 1860.	Population at Latest Census.	Date of Report.	SCHOOL POPULATION.			SCHOOL ATTENDANCE.					TEACHERS IN DAY SCHOOLS.		
				Limit of Ages.	Number of Children.	Date of Census.	Total No. Registered.	Average No. Belonging.	Average No. Attending.	No. to Each Teacher.	Number of Males.	Number of Females.	Total.	
New Bedford,.....	22300		December 31, 1866.	4 to 16	9031	1866	19851	13277	13060	40	7	70	77	
New Haven,.....	39267		September 1, 1866.				1740	4283	3808	41	6	57	64	
New York,.....	813669	1866—800000	December 31, 1866.				228603		93928	46	200	1868	2068	
Philadelphia,.....	566531		December 31, 1866.				129228		63333	52	79	1236	1314	
Pittsburg,.....	49220		June 4, 1866.....				8216		4375	36	9	113	122	
Providence,.....	60666	1866—56000	June 30, 1867.....				7367				10	136	146	
Rochester,.....	49243	1866—86940	March 25, 1867.....				9634	45288	24688	43	11	97	108	
Roxbury,.....	25137	1867—30000	December 31, 1866.					5089	4580	47	6	92	98	
San Francisco,...	56805	1866—121000	June 30, 1866.....	{ 4 to 18 5 to 15 }	21110 17223	1865 1866	11552	8664	8132	46	25	183	208	
Springfield, Ill.,...	9320	1866—11000	June 30, 1867.....				2870	2931	1914	44	6	38	44	
Springfield, Mas.,...	15199	1866—31000	December 31, 1866.		3846	1866	14356	9593	8846	43	18	186	204	
St. Louis,.....	16773	1866—31784	August 1, 1866.....				7000	5011	4398	36	6	116	120	
Syracuse,.....	28119	1866—31784	March 6, 1867.....	5 to 21	13187	1866	7366	4209	3453	35	10	91	101	
Troy,.....	39235	1866—39293	February 28, 1866.	5 to 21	13683	1866	4886	3344	2523	47	4	66	60	
Washington,.....	61122	1866—70000	June 30, 1864.....	6 to 17	16068	1860	6884	4880	4234	42	6	97	103	
Worcester, Mas.,...	24960	1865—80653	December 31, 1866.				2034	1419	1366	36	4	54	58	
Zanesville,.....	10000	1866—15000	June 30, 1867.....	5 to 21	3194	1866								

* Estimated.

† Term ending December, 1866 — the only statistics given.

‡ Average.

‡ For December, 1866 — no other average given.

¶ Average actual attendance estimated on number of Teachers at end of year.

COMPARATIVE TABLE
OF
STATISTICS OF PUBLIC SCHOOLS OF THE PRINCIPAL CITIES OF THE UNITED STATES.
COMPILED FROM THE LATEST OFFICIAL REPORTS.

FINANCIAL STATISTICS.

	Total Salaries of Teachers.	Cost Per Pupil.*	Total Current Expenses.	Cost Per Pupil.*	Books and Stationery.	New Buildings and Grounds.	Total Cost of Education.	Cost per Pupil.*	Cost per Pupil.†
Albany,.....	\$ 54,507 80	\$12 46	\$ 66,384 95	\$15 19	\$ 988 30	\$ 5,451 85	\$ 73,519 29	\$16 81	\$14 96
Alleghany City,.....	32,965 00	9 87	38,380 60	11 49	+	14,646 77	53,027 37	15 87	13 01
Baltimore,.....	197,502 33	14 29	278,228 25	19 40	34,349 42	13,087 93	325,665 60	22 70	18 37
Boston,.....	403,300 82	15 63	575,821 58	22 31	+	200,553 64	776,375 22	30 08	28 00
Brooklyn,.....	275,217 52	11 16	372,918 63	15 12	+	86,336 38	458,255 01	18 58	14 38
Buffalo,.....	121,521 84	14 76	138,678 06	16 83	+	0	138,678 06	16 83	16 83
Chicago,.....	227,524 97	14 76	296,672 89	19 25	+	133,354 74	432,027 63	28 03	26 36
Cincinnati,.....	240,798 28	14 30	305,216 44	18 13	+	16,834 14	322,050 58	18 13	18 03
Cleveland,.....	74,566 41	13 98	101,117 74	18 91	+	0	101,117 74	18 91	17 78
Detroit,.....	43,118 98	7 38	63,755 89	10 92	250 00	32,274 81	96,280 70	16 49	15 64
Erie,.....	13,210 75	11 53	15,961 86	13 93	a	5,000 00	20,961 86	18 30	15 88
Fort Wayne,.....	8,780 00	8 95	15,802 29	16 11	+	4,600 00	20,402 29	20 80	19 07
Kingston, N. Y.,.....	12,527 97	13 38	18,361 81	19 28	+	0	18,361 81	19 28	17 72
Lawrence, Mass.,.....	27,509 15	13 33	37,313 93	18 96	+	0	37,313 93	18 96	15 77
Louisville,.....	93,111 18	14 19	106,539 98	19 46	+	118,761 54	228,301 52	40 56	35 24
Lowell,.....	51,389 70	11 69	66,398 31	15 11	+	16,495 04	82,693 35	18 82	16 72
Milwaukee,.....	35,583 95	9 28	48,351 40	12 63	+	0	48,351 40	12 63	10 43
Newark,.....	62,425 61	10 95	75,083 23	13 68	6,998 54	14,450 00	98,632 77	17 30	14 85

TABLE OF FINANCIAL STATISTICS — CONCLUDED.

	Total Salaries of Teachers.	Cost per Pupil.*	Total Current Expenses.	Cost per Pupil.*	Books and Stationery.	New Buildings and Grounds.	Total Cost of Education.	Cost per Pupil.*	Cost per Pupil.†
New Bedford,.....	\$ 38,569 55	b \$11 62	\$ 49,087 19	b \$16 04	\$ †	\$ 0	\$ 49,087 19	b \$16 04	b \$14 98
New Haven,.....	46,628 88	11 67	69,524 42	17 79	†	6,000 00	75,524 42	19 33	17 72
New York,.....	1,307,363 64	13 81	1,922,282 83	20 47	166,560 84	253,294 44	2,342,168 11	24 94	
Philadelphia,.....	645,562 77	8 22	754,136 09	11 37	74,969 92	13,481 67	877,757 93	13 23	b 10 33
Pittsburg,.....	61,671 51	14 10	79,523 27	18 18	†	0	89,965 10	20 56	
Providence,.....	11 25	11 25	b 100,000 00	16 60	†	0	b 100,000 00	16 60	
Rochester,.....	47,280 18		68,583 43		260 83	7,083 20	75,927 46	b 16 27	b 14 41
Roxbury,.....	53,643 27	11 71	75,774 46	16 55	†	0	75,774 46	16 55	14 89
San Francisco,.....	185,535 08	22 81	390,559 43	44 34	7,892 59	9,000 00	427,668 84	52 59	42 33
Springfield, Ill.,.....	29,950 00	15 65	38,500 00	20 11	†	0	47,500 00	24 82	23 39
Springfield, Mass.,.....	36,573 90		52,271 18	16 00	0	0	52,271 18	16 00	16 00
St. Louis,.....	153,232 80	17 32	214,289 89	24 22	20,259 58	71,811 30	306,361 04	34 49	31 73
Syracuse,.....	42,835 05	9 75	57,741 88	13 62	†	0	57,741 88	13 22	11 44
Troy,.....	37,081 25	10 70	54,007 09	15 62	470 22	2,917 24	57,394 55	16 60	13 64
Washington,.....	30,879 33	10 92	46,092 46	16 20	†	0	75,548 34	26 71	22 59
Worcester, Mass.,.....	51,790 64	12 09	59,764 24	13 71	1,909 80	9,427 00	71,101 04	16 60	12 64
Zanesville,.....	18,869 53	13 08	27,213 36	19 92	†	0	27,213 36	19 92	19 18

* Estimated on Average Attendance.

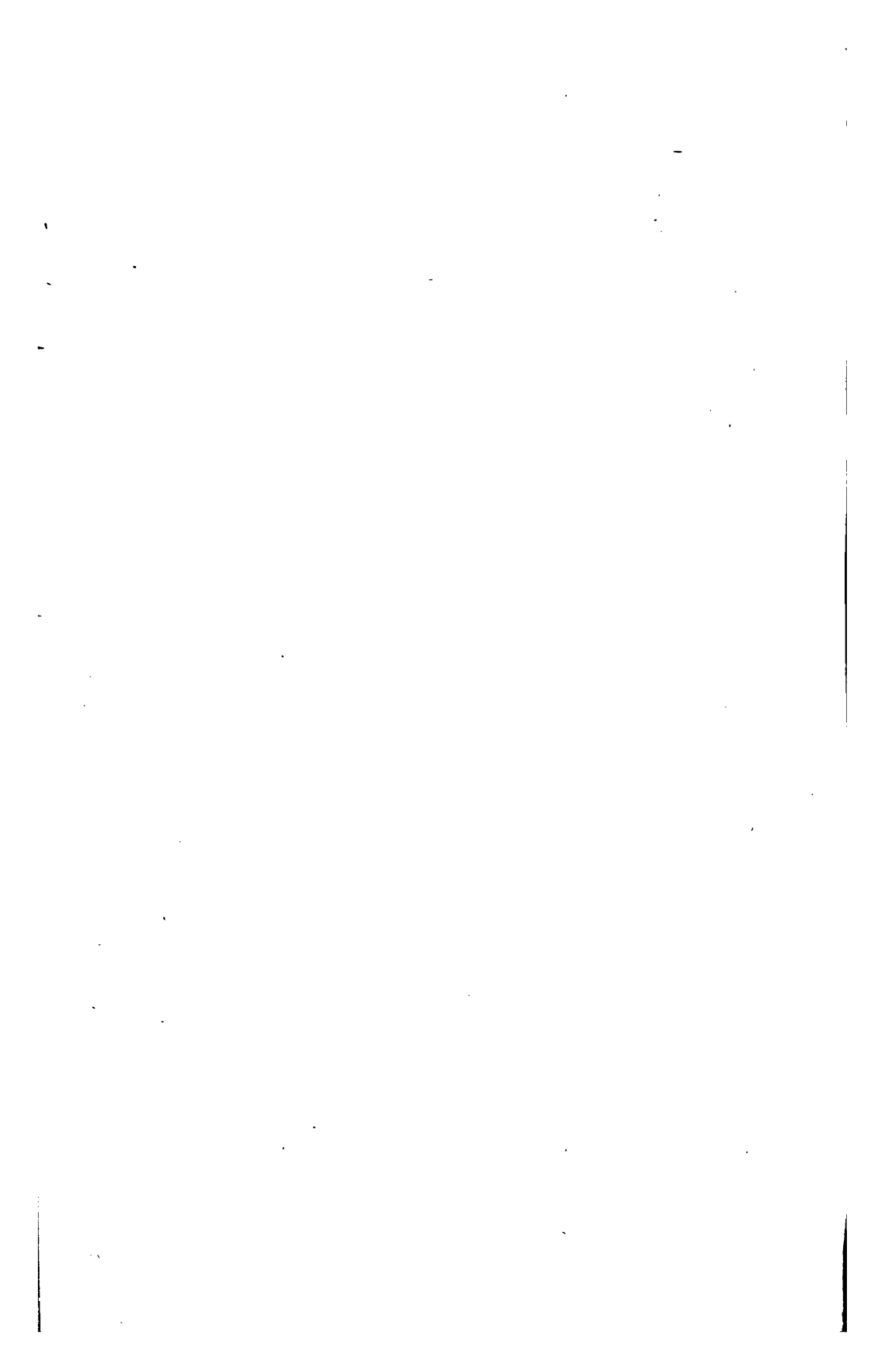
† Estimated on Average Number Belonging.

‡ Not furnished.

‡ To Teachers only.

a Library Fund.

b Approximate.



APPENDIX.



UPON the following pages will be found Statistics of Schools by Divisions and by Grades.

The Boundaries of the Districts and Location of the School Buildings are prefixed to the statistics of each school.

In the Reports of Schools by Divisions, the names of more than one teacher will be found, in some instances, prefixed to the number of scholars belonging to that division. The first named teacher is the teacher who had charge of the division at the time the report was made, the others have been connected with the division during the year, but have either resigned or been transferred to other divisions. The salary is, in all cases, the salary paid at the date of the report.

HIGH SCHOOL.

BOUNDARIES. — City Limits.

LOCATION. — Monroe street, between Halsted and Des Plaines.

TEACHERS DURING YEAR ENDING JULY 3, 1867.

GEORGE HOWLAND, <i>Principal and Teacher of Political Economy and Languages,</i>	}	\$2,400
EDWARD C. DELANO, <i>Principal of Normal Department.</i>	- -	2,200
N. ELLA FLAGG, <i>Principal of School of Practice,</i>	- -	1,100
JAMES R. DEWEY, <i>Teacher of Greek and Latin,</i>	- - -	2,000
GEORGE P. WELLES, <i>Teacher of Latin,</i>	- - - - -	2,000
JOHN G. R. McELROY, <i>Teacher of Mental Science, English Literature and History,</i>	}	2,000
SELIM H. PEABODY, <i>Teacher of Natural Sciences,</i>	- - -	2,000
CAROL GAYTES, <i>Teacher of Mathematics,</i>	- - - - -	2,000
GERTRUDE VAN PATTEN, <i>Teacher of English Branches,</i>	- - -	1,000
ANNIE E. TRIMINGHAM, <i>Teacher of Perspective and Drawing,</i>	- -	1,000
PAULINE M. REED, <i>Teacher of German,</i>	- - - - -	1,000
GEORGE R. D'ANDILLY, <i>Teacher of French (two hours per day,)</i>	-	600

**SUMMARY OF ATTENDANCE OF HIGH SCHOOL FOR THE
YEAR ENDING JULY 3, 1867.**

MONTHS.	Admitted.	Left.	Tardy.	Whole No. Enrolled.	Average Number Belonging.	Av. Daily Attendance	Per Cent. of Attendance.	Number Pupils in Normal Department.	Number Pupils in Classical Department.	Number Pupils in General Department.	Number of Pupils Studying French.	Number of Pupils Studying German.	Number Pupils in General Department Studying Latin.
September, ..	401	10	20	401	390	381	97.7	67	12	322	33	170	119
October,	22	32	10	394	386	373	96.6	66	12	316	32	170	114
November,	17	28	25	389	376	366	97.3	63	12	314	32	168	112
December,	5	24	30	374	360	346	96.1	58	12	316	30	166	108
January,	24	20	22	370	358	341	95.3	59	20	291	31	155	106
February,	12	25	9	362	348	334	96.0	58	20	284	30	152	102
March,	17	30	17	353	341	325	95.3	54	20	274	28	150	97
April,	8	17	5	333	323	315	97.5	50	20	253	28	141	94
May,	10	19	29	325	315	307	97.5	51	20	254	29	134	91
June,	1	10	12	313	306	301	98.4	51	19	243	28	130	86
Total,	517	215	179	409									
Av. for year..					350.3	338.9	96.7	57.7	16.7	286.7	30.1	153.6	102.9

NUMBER OF PUPILS IN EACH CLASS.

GENERAL DEPARTMENT :	Enrolled during the Year.	Number at Close of Year.
Senior Class, - - - -	35	32
First Middle Class, - - -	45	34
Second Middle Class A, - -	49	38
“ “ “ B, - - -	51	39
Junior Class A, - - - -	45	33
“ “ B, - - - -	42	31
“ “ C, - - - -	38	24
“ “ D, - - - -	39	25
Total, - - - -	344	256
NORMAL DEPARTMENT :		
Senior Class, - - - -	34	26
Junior Class, - - - -	35	22
Total, - - - -	69	48
Total number of Pupils,	413	304

TEACHERS OF MUSIC.

ORLANDO BLACKMAN, - - - -	\$2,000
EDWARD E. WHITEMORE, - - - -	1,500

DEARBORN SCHOOL.

BOUNDARIES. — All that portion of South Division north of Jackson Street.

LOCATION. — Madison, between State and Dearborn Streets.

REPORT FOR SCHOOL YEAR ENDING, JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
1	D. S. Wentworth, <i>Principal</i> ,.....	\$2,000	1st	34	33	96.2
	Alice J. Jennings, <i>Head Assistant</i> ,.....	1,000				
2	Alice L. Barnard,.....	700	2d and 3d	46	44	94.8
3	Mary E. Waterman,.....	700	3d and 4th	48	45	92.7
4	Maggie E. James,* M. Louise Nellegar,.....	700	4th and 5th	59	54	91.7
5	Mary A. Lacey, Anna A. Light,.....	650	5th and 6th	52	46	89.
6	Helen A. Barker, Maggie E. James,.....	675	6th and 7th	55	50	91.1
7	Hattie L. Davis, Lettie Loomis,.....	550	7th and 8th	56	51	92.6
	Fannie M. Nicol, C. C. Fox,.....	725				
8	Marian Mackway, Helen A. Barker,.....	700	8th	50	46	92.7
9	Achsa C. Mott,.....	700	8th and 9th	72	67	92.6
10	Alice Daniels, Mary A. Lacey,.....	700	9th	72	67	92.8
11	Carrie H. Barrows,.....	700	10th	71	64	90.
Total,.....				615	567	92.2

REPORT BY GRADES.

GRADES.	Number of Teachers at the close of the year.	No. of Pupils Enrolled during the year.	Av. Number Belonging for the year.	Av. Daily Attendance for the year.	Number promoted to next higher Grade.
		† Since Jan. 1st.			
First,	2	141	14	13	No promotions reported.
Second,	1	219	21	19	
Third,	2	499	46	44	
Fourth,	2	543	48	45	
Fifth,	2	679	59	54	
Sixth,	2	612	52	46	
Seventh,	2	720	63	58	
Eighth,	3	1559	130	116	
Ninth,	2	1167	110	107	
Tenth,	1	886	72	65	

* Deceased, August 9th, 1867.

† Evidently wrong, and covering but part of the year.

JONES SCHOOL.

BOUNDARIES.— All that portion of the South Division lying between Jackson Street on the north, and Polk Street and Peck Court on the south.

LOCATION.— Clark street, corner of Harrison.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the Year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
1	Henry H. Belfield, <i>Principal</i> ,.....	\$1,800	1st and 2d	39	37	97.4
	Electa E. Dewey, <i>Head Assistant</i> ,.....	1,000				
2	Annie E. Baker,.....	550	3rd	44	42	96.1
3	Lizzie C. Glidden,.....	650	4th	49	47	95.9
4	Mary E. Reed,.....	725	5th	51	48	94.3
5	Annie B. Clarke and Emily C. Stevens,.....	550	5th	46	43	94.3
6	Eliza L. Goss,.....	725	6th and 7th	53	51	96.4
7	Isabella Morris,.....	700	7th	62	59	95.3
8	Maria M. Cummings and Mary E. Barney,....	450	8th	67	63	93.6
9	Emily C. Stevens, Anna B. Clarke and } Fannie Nicol,.....	725	8th	41	38	94.6
10	Emma Couch,.....	700	8th and 9th	60	65	93.8
11	Julia Banyon,.....	700	8th and 9th	76	76	96.9
12	Anna H. Maddy,.....	650	9th and 10th	78	78	93.6
	Total,.....	9,925		683	647	94.7

REPORT BY GRADES.

GRADES.	Number of Teachers at the close of the year.	No. of Pupils Enrolled during the year.	Av. Number Belonging for the year.	Av. Daily Attendance for the year.	Number promoted to next higher Grade.
First,	2	34	19	18	22
Second,	2	45	18	17	13
Third,	1	92	52	50	20
Fourth,	1	123	48	46	34
Fifth,	2	176	80	75	57
Sixth,	2	170	62	59	84
Seventh,	2	168	57	54	87
Eighth,	4	337	152	144	96
Ninth,	3	277	102	96	104
Tenth,	1	272	93	88	123

SCAMMON SCHOOL.

BOUNDARIES. — That portion of the West Division commencing on Fulton street at the River, thence following Fulton street to Green, Green street to Adams, Adams street to the River, and bounded on the East by the River.

LOCATION. — Madison street, east of Halsted.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
1	A. H. Vanzwoll, <i>Principal</i> ,.....	\$2,000	1st and 2d	60	60	98.8
	Ann E. Winchell, <i>Head Assistant</i> ,.....	1,000				
2	Sarah J. Revell,.....	700	2d and 3d	53	52	97.5
3	Sophia A. Burton,.....	700	3d and 4th	63	63	98.6
4	Frank E. Sutherland,.....	700	4th	67	65	96.9
5	Almira S. Jennings,.....	700	5th	68	66	97.3
6	N. Ella Flagg, } <i>School of Practice</i> ,..... {	1,100	5th and 6th	63	61	95.6
7	N. Ella Flagg, }		6th and 7th	61	59	95.4
8	Carrie E. Bradley,.....	725	7th and 8th	64	61	95.2
9	Sarah E. Oberlander,.....	575	8th	64	61	95.6
10	Hattie A. S. Miller,.....	700	8th and 9th	65	61	95.3
11	Sophonra L. Patch,.....	700	9th	63	58	91.9
12	Emma H. Smith,.....	700	10th	63	61	96.9
	Total,.....			754	728	96.5

REPORT BY GRADES.

GRADES.	Number of Teachers at the close of the year.	No. of Pupils Enrolled during the year.	Av. Number Belonging for the year.	Av. Daily Attendance for the year.	Number promoted to next higher Grade.
First,.....	2	49	33	33	32
Second,.....	3	121	62	62	42
Third,.....	2	120	53	53	50
Fourth,.....	2	197	80	80	40
Fifth,.....	2	228	88	86	104
Sixth,.....	2	176	62	61	87
Seventh,.....	2	221	61	59	106
Eighth,.....	3	317	120	106	117
Ninth,.....	2	308	121	117	151
Tenth,.....	1	221	94	91	98

KINZIE SCHOOL.

BOUNDARIES.—That portion of the North Division bounded on the West by the River, on the South by the River to the Lake, thence following the Lake to Indiana street, Indiana street to Clark, Clark street to Huron, Huron street to Wells, Wells street to Chicago Avenue, and Chicago Avenue to the River.

LOCATION.—Corner of Ohio and La Salle streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
1	Ira S. Baker, <i>Principal</i> ,.....	\$2,000	1st and 2d	40	38	95.7
	Lizzie Williams, <i>Head Assistant</i> ,.....	1,000				
2	Emma C. Griffing,.....	650	3d and 4th	56	52	94.7
3	Hattie G. Sherman,.....	700	4th	55	52	94.2
4	Mary F. Luccock,.....	650	5th	64	59	92.5
5	Lottie E. Byington,.....	650	6th and 7th	68	62	92.3
6	Ellen J. Kennedy,.....	700	6th and 7th	74	68	92.5
7	Susan A. Swift, Hattie A. Studley,.....	700	7th and 8th	69	65	93.1
8	M. Abba Gilbert, Mary E. Smith, Hattie E. } Hitchcock and Maggie Prendegast, ... }	550	8th	69	63	90.7
9	Charlotte P. Plumer, Lucy C. Truesdale, Emily L. Bailey, Agnes M. Mackie and } Esther N. Sprague,..... }	650 675	8th	72	65	90.2
10	Carrie M. Reed and Emily L. Bailey,.....	550	8th and 9th	75	67	90.0
11	Lydia M. Phelps,.....	700	10th	88	80	90.6
	Hattie Butterfield and Sarah O. Babcock,.....	675				
12	Hattie E. Hitchcock,.....	550	8th and 9th	71	67	93.5
13	Almira A. Miller, Carrie C. Dickinson,.....	550	9th and 10th	79	72	90.9
	Total,.....			880	812	92.2

REPORT BY GRADES.

GRADES.	Number of Teachers at the close of the year.	No. of Pupils Enrolled during the year.	Av. Number Belonging for the year.	Av. Daily Attendance for the year	Number promoted to next higher Grade.
First,	2	7	7	7	5
Second,	2	16	12	11	8
Third,	3	62	31	30	14
Fourth,	2	222	71	68	24
Fifth,	2	244	75	70	69
Sixth,	2	240	70	64	110
Seventh,	2	278	96	89	116
Eighth,	5	461	200	183	87
Ninth,	3	492	141	130	118
Tenth,	2	545	177	160	180

FRANKLIN SCHOOL.

BOUNDARIES.—That portion of the North Division bounded on the West by the River from Haines street to Chicago Avenue, thence following Chicago Avenue to Wells street, Wells street to Oak, Oak street to Clark, Clark street to Elm, Elm street to the Lake, following the Lake to Schiller street, Schiller street to Larrabee, Larrabee street to Division, Division street to Haines, and Haines street to the River.

LOCATION.—Corner of Division and Sedgwick streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
1	Albert G. Lane, <i>Principal</i> ,.....	\$2000	1st and 2d	53	51	97.7
	Maggie Dougall, <i>Head Assistant</i> ,.....	1000				
	Emma J. Thompson, <i>Extra Teacher</i> ,.....	650				
2	Amelia G. Fiske,.....	700	2d and 3d	49	48	97.0
3	Sarah F. Kelley,.....	650	3d	55	54	98.6
4	Emma Dickerman,.....	700	4th	49	46	95.7
5	Emma A. Stowell and Lizzie Goodwin,	550	4th	57	55	97.1
6	Averick T. Shockley,.....	700	5th	58	56	96.8
7	Mary T. Schaefer, M. E. Chappell and S. E. Drake,.....	725	5th	54	52	96.7
8	Mary E. Packard and E. J. Thompson,.....	550	6th	66	64	96.3
	Helen M. Lusk,.....	675				
9	Virginia T. Dupuy,.....	700	7th	74	71	96.3
10	Mary E. Chappell and M. T. Schaefer,.....	650	7th and 8th	71	68	96.7
11	Sarah F. Drake and M. E. Jennings,	700	8th	75	72	96.5
12	Lizzie C. Rust,.....	725	8th and 9th	61	59	96.8
13	Sarah A. Bradley and M. M. Williams,.....	650	9th	68	65	96.5
14	Sue L. Hillock, E. A. Stowell and K. Clingman,.....	675	9th	58	57	96.0
15	Lucy S. Patrick,.....	650	10th	83	79	95.3
16	Mary J. Synon,.....	725	8th	59	58	98.2
17	Kate E. Blanchard,.....	650	8th and 9th	62	60	96.9
18	Laura A. Merritt,.....	725	9th	59	57	97.1
19	Hattie F. Spooner,.....	650	9th and 10th	75	71	95.3
*20	Maggie J. Ghent,.....		8th and 9th	20	19	97.6
*21	Sarah A. Bradley,.....		9th and 10th	29	27	96.3
*22	Virginia T. Dunning,.....		9th and 10th	36	35	97.8
*23	†Emma A. Stowell,.....		8th and 9th	19	19	96.3
	Anna H. Achert, <i>Teacher of German</i> ,.....	550				
Total.....				1290	1245	96.6

REPORT BY GRADES.

GRADES.	Number of Teachers at the close of the year.	No. of Pupils Enrolled during the year.	Av. Number Belonging for the year.	Av. Daily Attendance for the year.	Number promoted to next higher Grade.
First,.....	1	32	15	14	18
Second,.....	2	100	42	41	27
Third,.....	2	155	90	88	31
Fourth,.....	2	231	97	94	60
Fifth,.....	2	247	93	90	75
Sixth,.....	1	210	86	83	82
Seventh,.....	2	288	128	123	99
Eighth,.....	5	443	222	215	135
Ninth,.....	6	670	300	292	212
Tenth,.....	2	503	216	205	302

*These divisions were closed December 23, 1866, in consequence of the opening of the Pearson Street Primary School at commencement of the winter term.

† Division opened in October.

WASHINGTON SCHOOL.

BOUNDARIES. — That portion of the West Division beginning on Fulton street at the River, thence following Fulton street to Ann, Ann street to Kinzie, Kinzie street to Noble, Noble street to Chicago Avenue, Chicago Avenue to Milwaukee Avenue, Milwaukee Avenue to Elston street, Elston street to the River, and the River to the place of beginning.

LOCATION. — Corner of West Indiana and Sangamon streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
1	Benjamin R. Cutter, <i>Principal</i> ,.....	\$2000	1st and 2d	46	44	96.4
	Caroline S. Aspinwall, <i>Head Assistant</i> ,.....	1000				
	Jennie Culver, <i>Extra Teacher</i> ,.....	700				
2	Laura D. Ayres and S. E. Osgood,.....	650	2d and 3d	63	59	94.9
3	Bell M. Spence and Hattie N. Winchell,.....	650	3d	68	63	92.7
4	Ellen M. Adams and Eliza A. Prentice,.....	700	4th	68	63	92.7
5	Eliza A. Prentice and Ellen M. Adams,.....	700	4th and 5th	67	64	93.8
6	Amelia R. Bliss and Sophia L. Dean,.....	550	5th	71	67	94.0
7	Lucy A. Kendall,.....	700	5th and 6th	68	63	92.1
8	Sophia L. Dean, and Helen M. Stowell,.....	700	6th	68	64	93.3
9	Julia A. Nelson,.....	700	6th and 7th	70	65	93.1
10	Ada E. Bankson and Samantha L. Shepherd,.....	550	7th	65	61	93.5
11	Juliaett Wicker, Mary E. Buel and Helen D. Kendall,.....	550	7th and 8th	68	63	92.7
12	Maria K. Jennings,.....	725	8th and 9th	55	52	93.4
13	Emma Lloyd,.....	550	8th and 9th	64	61	93.5
14	Anna M. Rickerson and J. DeC. Fletcher,*.....	725	8th and 9th	72	67	93.6
15	Mary L. Bockius and Anna M. Rickerson,.....	550	9th and 10th	79	74	93.4
16	Laura J. Boring and Henrietta Nelson,.....	675	7th and 8th	62	58	93.4
17	Henrietta Nelson and Helen D. Kendall,.....	650	8th and 9th	83	75	90.8
18	Adelaide Favor and Laura H. Stowe,.....	575	7th and 8th	59	55	93.0
19	Alice S. Bates,.....	550	9th and 10th	63	56	89.2
	Caroline McFee, <i>Teacher of German</i> ,.....	550				
Total,.....				1259	1174	93.2

REPORT BY GRADES.

GRADES.	Number of Teachers at the close of the year.	No. of Pupils Enrolled during the year.	Av. Number Belonging for the year.	Av. Daily Attendance for the year.	Number promoted to next higher Grade.
First,.....	3	26	21	20	13
Second,.....	2	85	30	29	19
Third,.....	2	643	98	92	43
Fourth,.....	2	253	119	112	56
Fifth,.....	3	271	101	96	74
Sixth,.....	3	377	121	113	124
Seventh,.....	5	451	154	142	222
Eighth,.....	7	601	192	176	188
Ninth,.....	6	822	263	248	298
Tenth,.....	2	693	160	146	289

* Deceased April 4, 1867.

MOSELEY SCHOOL.

BOUNDARIES.—That portion of the South Division situated between Eighteenth and Twenty-ninth streets, and east of Halsted street.

LOCATION.—Corner of Michigan Avenue and Twenty-fourth street.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
1	Jeremiah Slocum, <i>Principal</i> ,.....	\$2,000	1st	57	54	95.6
	Harriet Barnes, <i>Head Assistant</i> ,.....	1,000				
2	Hattie A. Briggs,.....	700	2d and 3d	63	61	96.3
3	Augusta B. Clarke and Sarah J. Kirby,.....	650	3d and 4th	61	58	95.1
4	Ellen A. Woodworth and Augusta B. Clarke,.....	650	4th	62	59	94.9
5	Julia E. Briggs and Lucia A. Briggs,.....	550	4th	64	61	94.7
6	Addie M. Moore,.....	700	4th and 5th	64	60	93.2
7	Carrie A. de Clercq, Jennie I. Leadbeater and Ellen A. Woodworth,.....	450	5th and 6th	67	62	93.4
8	Julia C. Gould,.....	700	6th	66	63	94.4
9	Martha P. Fenimore,.....	700	7th and 8th	65	61	93.2
10	Mary E. Clark,.....	700	8th and 9th	93	88	94.3
11	Mary Hart and Ellen J. Noble,.....	550	9th and 10th	148	135	90.6
*12	Emily L. White,.....	725	5th and 6th	13	10	92.7
*13	Ella M. Lewin,.....	450	7th and 8th	10	9	93.5
	Marion L. W. McClintock, <i>Teacher of German</i> ,.....	550				
	Total,.....			833	781	93.8

REPORT BY GRADES.

GRADES.	Number of Teachers at the close of the year.	No. of Pupils Enrolled during the year.	Av. Number Belonging for the year.	Av. Daily Attendance for the year.	Number promoted to next higher Grade.
First,.....	2	71	32	31	14
Second,.....	1	90	36	34	31
Third,.....	2	198	104	99	45
Fourth,.....	4	234	91	87	53
Fifth,.....	3	489	141	125	131
Sixth,.....	3	259	75	72	99
Seventh,.....	2	284	103	96	176
Eighth,.....	3	212	81	76	56
Ninth,.....	2	200	89	82	45
Tenth,.....	1	253	84	76	41

* Divisions opened May 6, 1867.

BROWN SCHOOL.

BOUNDARIES. — That portion of the West Division bounded on the West by the City Limits from Taylor street to Kinzie, thence following Kinzie street to Ann, Ann street to Fulton, Fulton street to May, May street to Randolph, Randolph street to Ann, Ann street to Madison, Madison street to Reuben, Reuben street to Taylor, Taylor street to the City Limits.

LOCATION. — Warren Avenue, between Page and Wood streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
1	Samuel H. White, <i>Principal</i> ,.....	\$2000	1st	49	47	96.7
	Mary J. Creswell, <i>Head Assistant</i> ,.....	1000				
2	Mary J. Coin,.....	700	1st and 2d	59	56	96.4
3	Carrie B. Skeer,.....	700	2d and 3d	64	60	95.1
4	Mary French,.....	650	3d	65	62	94.9
5	Helen C. Litchfield,.....	700	4th	64	61	95.
6	Lydia C. Avery and Leonice B. Woodford,....	700	4th and 5th	67	63	94.6
7	Mary D. Greene,.....	700	5th and 6th	70	66	94.8
8	Lizzie Skelton,.....	700	6th	67	61	93.3
* 9	Nancy A. Helm and Lydia C. Avery,.....	700	6th and 7th	63	58	93.1
*10	Nancy A. Helm and Lydia C. Avery,.....	700	7th	58	54	94.1
*11	Laura E. Caster,.....	700	7th and 8th	68	63	92.3
*12	Laura E. Caster and Nancy A. Helm,.....	700	8th and 9th	68	62	92.8
13	Myra S. Felker,.....	700	9th	66	61	92.5
14	Georgianna Moody,.....	700	9th and 10th	66	61	92.8
Total,.....				894	840	93.9

REPORT BY GRADES.

GRADES.	Number of Teachers at the close of the year.	No. of Pupils Enrolled during the year.	Av. Number Belonging for the year.	Av. Daily Attendance for the year.	Number promoted to next higher Grade.
First,.....	3	95	53	50	40
Second,.....	2	152	46	44	57
Third,.....	2	179	108	102	79
Fourth,.....	2	213	91	86	105
Fifth,.....	2	196	86	82	60
Sixth,.....	3	248	89	84	129
Seventh,.....	2	375	137	125	194
Eighth,.....	2	231	96	90	119
Ninth,.....	3	265	103	96	201
Tenth,.....	1	243	85	78	59

* Divisions attending but a half day each.

MOSELEY SCHOOL.

BOUNDARIES.—That portion of the South Division situated between Eighteenth and Twenty-ninth streets, and east of Halsted street.

LOCATION.—Corner of Michigan Avenue and Twenty-fourth street.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
1	Jeremiah Slocum, <i>Principal</i> ,.....	\$2,000	1st	57	54	95.6
	Harriet Barnes, <i>Head Assistant</i> ,.....	1,000				
2	Hattie A. Briggs,.....	700	2d and 3d	63	61	96.3
3	Augusta B. Clarke and Sarah J. Kirby,.....	650	3d and 4th	61	58	95.1
4	Ellen A. Woodworth and Augusta B. Clarke,.....	650	4th	62	59	94.9
5	Julia E. Briggs and Lucia A. Briggs,.....	550	4th	64	61	94.7
6	Addie M. Moore,.....	700	4th and 5th	64	60	93.2
7	Carrie A. de Clercq, Jennie I. Leadbeater and Ellen A. Woodworth,.....	450	5th and 6th	67	62	93.4
8	Julia C. Gould,.....	700	6th	66	63	94.4
9	Martha P. Fenimore,.....	700	7th and 8th	65	61	93.2
10	Mary E. Clark,.....	700	8th and 9th	93	88	94.3
11	Mary Hart and Ellen J. Noble,.....	550	9th and 10th	148	135	90.6
*12	Emily L. White,.....	725	5th and 6th	13	10	92.7
*13	Ella M. Lewin,.....	450	7th and 8th	10	9	93.5
	Marion L. W. McClintock, <i>Teacher of German</i> ,.....	550				
	Total,.....			833	781	93.8

REPORT BY GRADES.

GRADES.	Number of Teachers at the close of the year.	No. of Pupils Enrolled during the year.	Av. Number Belonging for the year.	Av. Daily Attendance for the year.	Number promoted to next higher Grade.
First,.....	2	71	32	31	14
Second,.....	1	90	36	34	31
Third,.....	2	198	104	99	45
Fourth,.....	4	224	91	87	53
Fifth,.....	3	489	141	125	131
Sixth,.....	3	259	75	72	99
Seventh,.....	2	284	103	96	176
Eighth,.....	3	212	81	76	66
Ninth,.....	2	200	89	82	45
Tenth,.....	1	253	84	76	41

* Divisions opened May 6, 1867.

OGDEN SCHOOL.

BOUNDARIES.—That portion of the North Division bounded on the East by the Lake, from Elm street to Indiana, thence following Indiana street to Dearborn, Dearborn street to Ohio, Ohio street to Clark, Clark street to Huron, Huron street to Wells, Wells street to Oak, Oak street to Clark, Clark street to Elm, and Elm street to the Lake.

LOCATION.—Chestnut street, between Dearborn and Wolcott streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
1	F. S. Heywood, <i>Principal</i> ,	\$2000	1st and 2d	50	47	94.2
	Rebecca E. Jones, <i>Head Assistant</i> ,	1000				
2	Emma Janes,	650	3d	51	49	94.3
3	Sarah J. Binney,	650	4th	55	51	92.8
4	Jane Dougall,	650	4th and 5th	59	56	94.1
5	Belle McLaren,	550	5th	60	56	93.6
6	Alice J. Taylor,	700	6th and 7th	62	57	92.3
7	Frances M. Smith,	700	7th	60	56	92.9
8	Sarah E. Austin,	700	7th and 8th	65	61	93.7
9	Clara A. Haley,	650	8th	68	63	92.8
10	Anna E. Young,	650	9th and 10th	87	80	92.8
11	Caroline Westcott, Mary P. Sinclair and } Nellie L. Dickson,	650	9th and 10th	81	74	91.3
*12	Maggie E. Burns and Anna M. Duffy,	450		13	12	92.4
	Total,			711	662	93.0

REPORT BY GRADES.

GRADES.	Number of Teachers at the close of the year.	†No. of Pupils Enrolled during the year.	Av. Number Belonging for the year.	Av. Daily Attendance for the year.	Number promoted to next higher Grade.
First,	2	139	13	12	19
Second,	2	404	36	34	22
Third,	1	549	51	48	1
Fourth,	2	919	84	79	30
Fifth,	2	792	74	67	7
Sixth,	1	842	72	66	40
Seventh,	3	1125	104	97	194
Eighth,	2	866	80	75	77
Ninth,	2	1104	107	97	75
Tenth,	2	945	92	87	146

*This division was accommodated in the Elm Street Branch, and was discontinued at the opening of the Pearson Street Primary School, January 2, 1867.

†These figures give, evidently, the Total Monthly Enrollments in each grade, instead of the Number of Different Pupils in each grade for the year.

NEWBERRY SCHOOL.

BOUNDARIES.—That portion of the North Division bounded on the East by the Lake from Schiller street to the City Limits, on the North by the City Limits, on the West by the River from the City Limits to Haines street, thence following Haines street to Division, Division street to Larrabee, Larrabee street to Schiller, and Schiller street to the Lake.
LOCATION.—Corner of Orchard and Willow streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
1	A. R. Sabin, <i>Principal</i> ,.....	\$2,000	1st and 2d	47	45	96.0
	Emma Hooke, <i>Head Assistant</i> ,.....	1,000				
	Clara M. Todd,.....	700				
2	Maria H. Haven,.....	650	2d and 3d	42	40	94.6
3	F. Emma Coss and Clara M. Todd,.....	700	3d	51	49	95.4
* 4	Elsie H. Gould,.....	700	4th	26	21	94.2
5	Emilie Cooke,.....	700	4th and 5th	50	47	94.0
6	Ellen E. Leonard and F. Emma Coss,.....	550	4th and 5th	56	53	94.6
7	Gertrude G. Brayton,.....	700	5th	59	55	93.7
8	Hannah P. Gay,.....	650	5th and 6th	62	58	94.3
9	Pattie A. Hack,.....	650	5th and 6th	60	57	94.7
10	Mary L. Dodge,.....	700	6th and 7th	61	58	95.2
11	Mary McNeil,.....	700	6th and 7th	61	56	92.7
12	Carrie E. Young,.....	700	7th and 8th	60	58	94.4
13	Mary V. Smith,.....	650	7th and 8th	60	57	94.8
14	Mary T. Hammond,.....	650	7th and 8th	65	62	94.4
15	Lizzie J. Nichols,.....	650	8th	63	60	94.5
16	Laura A. King,.....	550	8th	66	62	93.9
17	Emma K. H. Wright,.....	700	9th	71	65	92.8
*18	Abbie E. Randall,.....	450	8th and 9th	15	14	94.6
19	Ann E. Chapman,.....	700	9th and 10th	72	67	92.8
20	Maggie C. O'Reilly,.....	700	9th and 10th	71	65	92.1
*21	Sarah A. Mather,.....	550	10th	26	25	92.0
*22	Mary H. Smith,.....	450	10th	14	12	94.0
*23	Carrie A. Jackson,.....	450	10th	12	11	92.0
24	Mary A. C. Smith,.....	650	5, 8, 9 & 10th	50	48	94.0
	Anna Boehme, Augustus Massalski and Minna Knapp, <i>Teachers of German</i> ,.... }	550				
	Total.....			1220	1145	93.9

REPORT BY GRADES.

GRADES.	Number of Teachers at the close of the year	No. of Pupils Enrolled during the year.	Av. Number Belonging for the year	Av. Daily Attendance for the year.	Number promoted to next higher Grade.
First,.....	3	27	15	14	14
Second,.....	3	31	23	22	26
Third,.....	2	146	52	49	29
Fourth,.....	3	182	76	72	47
Fifth,.....	6	282	100	95	107
Sixth,.....	4	327	110	104	173
Seventh,.....	5	423	151	143	191
Eighth,.....	6	577	220	207	248
Ninth,.....	4	845	234	218	355
Tenth,.....	6	883	239	221	361

* Organized after the commencement of the year.*

WELLS SCHOOL.

BOUNDARIES.—That portion of the West Division bounded on the east by the River from Elston street to Black Hawk street, thence following Black Hawk street to Reuben, Reuben street to North avenue, North avenue to the City Limits, on the west by the City Limits from North avenue to Kinzie street, thence following Kinzie street to Noble, Noble street to Chicago avenue, Chicago avenue to Milwaukee avenue, Milwaukee avenue to Elston street, and Elston street to the river.

LOCATION.—Corner of Reuben and Cornelia streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
1	Jeremiah Mahoney, <i>Principal</i> ,	\$2,000	1st, 2d & 3d	33	32	96.04
	Clara H. Perkins, <i>Head Assistant</i> ,	1,000				
2	Mary A. Evans,	700	3d and 4th	56	53	95.96
3	Olive Backus,	700	4th and 5th	53	50	95.81
4	Mary A. Talcott,	650	5th	58	55	95.58
5	Sylvia Brown,	550	5th and 6th	60	57	94.12
6	Frederica E. Thomas,	650	6th and 7th	62	59	95.44
7	M. Jennie Kendall,	700	7th	63	60	94.65
8	Helen Waite,	650	7th and 8th	66	62	90.04
9	Mary J. Abbe,	550	7th and 8th	65	60	93.66
10	Sophia R. Wilson, Julia A. Leavitt and Sarah G. Downs,	450	8th	67	62	92.84
11	C. Addie Brown,	550	8th and 9th	62	58	93.26
12	Anna Livingston and Julia A. Leavitt,	550	8th and 9th	67	63	92.95
13	Mary G. Sinclair,	700	9th and 10th	71	66	92.74
14	Annie E. Rockwell,	550	9th and 10th	68	63	91.51
15	Georgia W. Griffing,	550	9th and 10th	67	62	93.06
	Frederica W. Ginther, <i>Teacher of German</i> ,	650				
	Total,			918	862	93.87

REPORT BY GRADES.

GRADES.	Number of Teachers at the close of the year.	No. of Pupils Enrolled during the year.	Av. Number Belonging for the year.	Av. Daily Attendance for the year	Number promoted to next higher Grade.
First,	2	6	6	6	2
Second,	2	33	12	12	12
Third,	2	121	31	29	87
Fourth,	2	139	73	70	70
Fifth,	2	327	97	92	206
Sixth,	2	307	103	98	135
Seventh,	3	286	101	94	140
Eighth,	4	487	176	165	206
Ninth,	5	482	164	153	282
Tenth,	3	480	155	143	

SKINNER SCHOOL.

BOUNDARIES. — That portion of the West Division bounded on the east by the River from Polk street to Adams, thence following Adams street to Green, Green street to Fulton, Fulton street to May, May street to Randolph, Randolph street to Ann, Ann street to Madison, Madison street to Reuben, Reuben street to Taylor, Taylor street to Blue Island avenue, Blue Island avenue to Polk street, and Polk street to the River.

LOCATION. — Corner of Jackson and Aberdeen streets.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
1	A. N. Merriman, <i>Principal</i> ,.....	\$2,000	1st	62	59	95.9
	Helen A. Butler, <i>Head Assistant</i> ,.....	1,000				
	Mary A. Merriman, <i>Extra Teacher</i> ,.....	700				
2	Henrietta G. Hubbard and Lizzie Smith,.....	650	2d	61	57	94.6
3	Mary A. Cavender and Henrietta G. Hubbard,.....	650	2d and 3d	62	59	95.2
4	Adelaide Herrick, Maria A. Parrey, Harriet } A. Stowell and M. A. Van Vranken,..... }	450	3d	64	59	93.8
5	Mary E. Wright,.....	700	4th	60	57	95.9
6	M. Louise Nellegar, Mary A. Cavender } and Sarah J. Ellithorpe,..... }	700	4th	65	60	93.0
7	Martha Throop,.....	700	4th and 5th	66	60	92.6
8	Mary E. Brown,.....	700	5th	64	59	93.5
9	Camilla Leach,.....	650	5th	65	59	93.1
10	Lizzie M. Kennedy,.....	700	5th and 6th	66	61	92.6
11	Frances L. Yates and Lizzie W. Pickering,.....	700	5th and 6th	64	60	93.9
12	Emily L. Trimmingham,.....	700	6th and 7th	63	58	92.9
13	Lucia E. F. Kimball,.....	700	6th	63	59	94.9
14	Lucy E. Ransom,.....	700	7th	64	59	92.7
15	Clara L. Lane,.....	700	7th	63	59	94.7
16	Charlotte A. Lamb,.....	700	7th and 8th	66	63	95.8
17	Margaret A. Van Vranken and Ida R. Dewey,.....	650	8th	65	61	93.9
18	Sarah O. Flagg,.....	700	8th and 9th	67	62	92.6
19	Annie K. Moulton,.....	700	8th and 9th	66	61	92.0
20	Maria F. Dye,.....	450	9th	70	66	93.4
	Lizzie D. White,.....	650				
21	Marion W. Crosby and Frances L. Yates,.....	450	9th	75	67	90.8
22	Phebe J. Bailey,.....	700	10th	76	68	89.7
Total.....				1436	1342	93.4

REPORT BY GRADES.

GRADES.	Number of Teachers at the close of the year	No. of Pupils Enrolled during the year.	Av. Number Belonging for the year	Av. Daily Attendance for the year.	Number promoted to next higher Grade.
First,.....	2	95	56	54	36
Second,.....	2	162	56	54	109
Third,.....	2	291	139	132	123
Fourth,.....	3	314	135	127	72
Fifth,.....	5	470	191	180	125
Sixth,.....	4	524	180	167	236
Seventh,.....	4	500	165	155	171
Eighth,.....	4	540	204	191	200
Ninth,.....	4	544	201	184	167
Tenth,.....	1	424	109	98	136

HAVEN SCHOOL.

BOUNDARIES.—All that portion of the South Division situated between Peck Court and Polk street on the North, and Eighteenth street on the South.

LOCATION.—Wabash avenue, near Fifteenth street.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
1	George D. Broomell and James J. Noble, } <i>Principal,</i>	\$2000	1st and 2d	51	49	96.3
	Harriet A. Stowell and M. L. Wilson, <i>Head Asst.</i>	1000				
	Mary Noble,	700				
2	Maria A. Parry and Harriet M. Paine,	650	3d	55	51	93.2
3	Anna E. Kavanagh,	700	4th	58	54	93.9
4	Sarah R. Grant and Mary Noble,	550	5th	61	56	91.8
5	Sophronia A. Barker,	700	5th	63	59	93.6
6	Elia A. Kimball,	700	6th	63	59	93.6
7	Lavinia C. Perkins,	700	7th	64	59	92.2
8	Lucy A. Williams,	700	7th and 8th	65	61	93.6
9	Sylvia E. Walker,	700	8th	66	62	92.9
10	Catharine C. Fox, Sarah R. Grant and M. } Edna Comstock,	700	8th	64	59	92.8
11	Jennie Hart,	700	8th	64	60	93.2
12	Sarah A. Brooks, Catharine C. Fox and } Marian Mackway,	700	9th	64	60	92.7
13	Etta J. Reed and Sarah A. Brooks,	550	9th	66	62	94.0
14	Mary E. Andrews, Sarah R. Grant and } Anna C. Rich,	550	9th	68	61	90.1
15	Eliza Lundegreen, and Etta J. Reed,	700	10th	73	67	92.7
*16	Frances H. Davis,	450	10th	10	10	95.2
	Total,			955	889	93.1

REPORT BY GRADES.

GRADES.	Number of Teachers at the close of the year.	No. of Pupils Enrolled during the year.	Av. Number Belonging for the year.	Av. Daily Attendance for the year.	Number promoted to next higher Grade.
First,	2	37	20	19	13
Second,	2	70	31	30	11
Third,	1	128	55	51	42
Fourth,	1	125	53	49	41
Fifth,	2	303	131	122	73
Sixth,	1	221	70	65	129
Seventh,	2	244	83	77	91
Eighth,	4	450	192	180	108
Ninth,	3	541	176	163	179
Tenth,	2	497	145	133	227

* Organized May 22.

COTTAGE GROVE SCHOOL.

BOUNDARIES.—All that portion of the South Division lying South of Twenty-ninth street, East of Halsted street.

LOCATION.—Douglas Place, near Cottage Grove avenue.

REPORT FOR SCHOOL YEAR ENDING, JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
1	James H. Broomell, <i>Principal</i> ,.....	\$1,600	1st, 2d & 3d	55	52	93.9
	Sarah E. Sanger,.....	700				
2	Addie P. Wells,.....	550	3d and 4th	64	61	94.3
3	Melissa A. Green,.....	550	4th and 5th	50	46	92.9
4	M. Edna Comstock,.....	700	5th and 6th	53	49	93.0
5	Claire A. Towselee,.....	550	7th	52	48	93.9
6	Lettie Loomis,.....	650	8th	48	44	90.6
7	Jennie Fairman,.....	550	9th	47	44	94.4
8	Agnes M. Mackie,.....	550	10th	56	51	92.2

REPORT BY GRADES.

GRADES.	Number of Teachers at the close of the year.	No. of Pupils Enrolled during the year.	Av. Number Belonging for the year.	Av. Daily Attendance for the year.	Number promoted to next higher Grade.
First,.....	1	15	6	6	7
Second,.....	1	45	15	15	10
Third,.....	2	84	33	32	20
Fourth,.....	2	107	45	43	37
Fifth,.....	2	94	35	33	31
Sixth,.....	1	105	39	36	11
Seventh,.....	1	95	30	29	20
Eighth,.....	1	131	55	50	36
Ninth,.....	1	102	41	38	37
Tenth,.....	1	151	50	46	54

NOTE.—The re-organization of this school in January, 1867, whereby five new divisions were added, causes a difference in the Average Number Belonging and Average Daily Attendance, when compared with the same statistics in other places of this report.

BRIDGEPORT SCHOOL.

BOUNDARIES. — Bounded on the North by the River from the City Limits to Halsted, then following Halsted street South to the City Limits, and on the South and West by the City Limits.

LOCATION. — Corner of Archer avenue and Fuller street.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
1	Charles F. Babcock, <i>Principal</i> ,.....	\$1,600	1, 2, 3 and 4th	45	41	93.2
	C. H. Johnson,.....	550				
2	Caroline A. Dickerman,.....	550	5th and 6th	66	60	90.0
3	Mary G. Kelley and Bridget A. Kelley,.....	450	6th and 7th	66	61	92.4
4	M. Alice Moran and C. H. Johnson,.....	550	7th and 8th	72	64	89.4
5	Joanna W. Patch and Hannah M. Mortensen,.....	575	8th	63	57	90.3
6	Nettie M. Pote and Frederica W. Ginther,.....	550	9th	62	54	88.1
7	Eleanor Kavanagh,.....	700	10th	63	54	85.3
Total,.....				437	391	89.6

REPORT BY GRADES.

GRADES.	Number of Teachers at the close of the year.	No. of Pupils Enrolled during the year.	Av. Number Belonging for the year.	Av. Daily Attendance for the year.	Number promoted to next higher Grade.
First,.....	1	9	7	7	1
Second,.....	2	15	7	6	2
Third,.....	1	30	10	9	7
Fourth,.....	1	40	21	20	17
Fifth,.....	1	73	31	28	33
Sixth,.....	2	134	61	55	53
Seventh,.....	2	154	54	47	50
Eighth,.....	2	306	94	87	78
Ninth,.....	1	208	61	55	97
Tenth,.....	1	236	90	77	87

HOLSTEIN SCHOOL.

BOUNDARIES. — All that portion of the West Division lying North of North avenue, and West of Wood street.

LOCATION. — Cortlandt street, near Henshaw street.

REPORT FOR SCHOOL YEAR ENDING JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
	Sarah E. Lyon, <i>Principal</i> ,.....	\$1000	1, 2, 3, 4 & 5,	38	35	92.5
	Abbie E. Tobey,.....	650	6, 7, 8, 9 & 10,	36	32	88.4
Total,.....				74	67	91.5

NOTE. — The report by Grades in this school is not given for the reason that the school has not yet been thoroughly graded.

WALSH STREET SCHOOL.

BOUNDARIES.—All that part of the West Division lying between the Chicago, Burlington & Quincy Railroad track and the River.

LOCATION.—Corner of John and Walsh streets.

REPORT FROM MAY 6 TO JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
1	Frank B. Williams, <i>Principal</i> ,.....	\$1600	1st, 2d & 3d	9	8	95.4
	Lottie A. Hunt,.....	450				
2	Alice A. Bigelow,.....	450	5th and 6th	31	29	88.1
3	Lizzie A. Locke,.....	450	7th and 8th	46	44	95.0
4	Mary McDougall,.....	450	8th and 9th	49	47	96.1
5	Ella J. Vance,.....	450	9th	57	55	96.3
6	M. Grace Godwin,.....	700	10th	65	62	95.1
7	I. S. Daniels,.....	450	10th	75	71	95.2
8	Fanny B. Brandon,.....	450	10th	64	61	95.9
	Total,.....			396	377	95.2

REPORT BY GRADES.

GRADES.	Number of Teachers at the close of the year.	No. of Pupils Enrolled during the year.	Av. Number Belonging for the year.	Av. Daily Attendance for the year.	Number promoted to next higher Grade.
First,.....					
Second,.....		3	3	3	2
Third,.....		3	3	2	1
Fourth,.....		10	10	10	11
Fifth,.....		36	30	29	
Sixth,.....		17	15	14	4
Seventh,.....		25	22	21	5
Eighth,.....		69	59	56	9
Ninth,.....		84	79	75	5
Tenth,.....		248	175	167	8

School opened May 6, 1867.

PEARSON STREET PRIMARY SCHOOL.

BOUNDARIES.—Commencing at the corner of White and Wells streets, thence following White street to Townsend, Townsend street to Oak, Oak street to the River, the River to Huron street, Huron street to Wells, and Wells street to the place of beginning.

LOCATION.—Corner of Market and Pearson streets.

PEARSON STREET PRIMARY—CONCLUDED.

REPORT FROM JANUARY 2 TO JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
	Flora R. Parish, <i>Principal</i>	\$1,000				
1	Lizzie Crawford.....	550	5th and 6th	59	57	97.0
2	Helen M. Stowell.....	550	6th	63	62	97.2
3	Ida M. Parker.....	550	7th	67	65	96.8
4	Nellie L. Dickson.....	550	8th	64	62	97.6
5	Martha M. Williams.....	700	8th	68	66	97.7
6	Kate Clingman.....	700	8th	68	66	97.8
7	Maggie E. Burns.....	550	9th	73	71	97.0
8	Virginia T. Dunning.....	550	10th	81	80	99.0
	Total.....			543	529	97.5

REPORT BY GRADES.

GRADES.	Number of Teachers at the close of the year.	No. of Pupils Enrolled during the year.	Av. Number Belonging for the year.	Av. Daily Attendance for the year.	Number promoted to next higher Grade.
Fifth.....	1	84	40	40	16
Sixth.....	1	121	62	61	39
Seventh.....	1	140	70	67	70
Eighth.....	3	312	154	148	67
Ninth.....	1	290	137	133	175
Tenth.....	1	169	80	80	50

NOTE.—This District comprises part of the Kinzie and Franklin School Districts, and all Primary Scholars within the above limits attend this school till they pass through the Primary Grades, after which they are transferred to the District School of the District in which they reside. School opened January 2, 1867.

ELIZABETH STREET PRIMARY SCHOOL.

BOUNDARIES.—Commencing at the corner of Reuben and Kinzie streets, thence following Kinzie street to the River, the River to Fulton street, Fulton street to Green, Green street to Randolph, Randolph street to Ann, Ann street to Madison, Madison street to Reuben, and Reuben street to the place of beginning. LOCATION.—Corner of Lake and Elizabeth sts.

REPORT FROM JANUARY 2 TO JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
	Sarah E. Osgood, <i>Principal</i>	\$1,000				
1	Hattie N. Winchell.....	700	5th	57	54	94.7
2	Laura H. Stowe.....	650	5th and 6th	54	50	93.4
3	Emma H. Gray.....	550	6th	48	44	91.8
4	Hattie A. Studley.....	700	7th	54	51	94.1
5	Allie A. Loveless.....	700	8th	64	61	95.7
6	Lottie A. Foley.....	700	8th and 9th	67	64	94.9
7	Isabella Patterson.....	650	9th and 10th	69	65	93.8
8	Clara Wingrave.....	550	10th	69	63	91.5
	Total.....			482	452	93.7

ELIZABETH STREET PRIMARY — CONCLUDED.

REPORT BY GRADES.

GRADES.	Number of Teachers at the close of the year.	No. of Pupils Enrolled during the year.	Av. Number Belonging for the year.	Av. Daily Attendance for the year.	Number promoted to next higher Grade.
Fifth,.....	2	184	99	93	25
Sixth,.....	2	134	64	58	60
Seventh,.....	1	133	73	69	54
Eighth,.....	2	154	91	87	46
Ninth,.....	2	167	77	73	47
Tenth,.....	2	291	78	72	59

NOTE.—This District comprises part of the Washington, Brown and Skinner School Districts; all Primary Scholars within the above limits attend this school till they pass through the Primary Grades, after which they are transferred to the District School of the District in which they reside.

School opened January 2, 1867.

ROLLING MILL PRIMARY SCHOOL.

BOUNDARIES.—Commencing at the intersection of the River and the Northern City Limits, thence following the River to Black Hawk street, Black Hawk street to Reuben, Reuben street to North avenue, North avenue to Wood street, and Wood street to the place of beginning.

LOCATION.—Corner of Reuben and Waubansia streets.

REPORT FROM JANUARY 2 TO JULY 3, 1867.

Division.	NAME OF TEACHER.	Salary at the close of the year.	Grade of Pupils at the close of the year.	Average Number Belonging during the year.	Average Daily Attendance during the year.	Per Cent. of Attendance.
1	Sarah O. Babcock, <i>Principal</i> ,.....	\$1000	3, 4, 5, 6 & 7th	45	42	93.3
2	Amelia A. Morhiser,.....	550	8, 9th & 10th	75	67	89.3
	Jennie Wainwright,.....	550				

REPORT BY GRADES.

GRADES.	Number of Teachers at the close of the year.	No. of Pupils Enrolled during the year.	Av. Number Belonging for the year.	Av. Daily Attendance for the year.	Number promoted to next higher Grade.
Fifth,.....			27	25	9
Sixth,.....			7	6	13
Seventh,.....			21	20	20
Eighth,.....			28	26	12
Ninth,.....			36	31	8
Tenth,.....			29	26	4

NOTE.—All scholars within the limits of this District belonging to the First and Second Grades attend the Newberry School; those in the Third and Fourth Grades have the choice of attending either this school or the Newberry School, such election to be made at the time of entering the school, and no change to be made during the year; all below the Fourth Grade attend this school.

This school was not graded in January. The Third Grade was received in May, and ten scholars in all were admitted in that Grade. This report is made out for scholars in Primary Grades only.

GENERAL SUMMARY OF ATTENDANCE.

TABLE No. I. exhibits the Nativity of the pupils attending all the schools of the city during the year.

TABLE No. II. exhibits the Summary of Attendance of all the District and Primary Schools, for each month during the year.

TABLE No. III. exhibits the Number Admitted, Left and Tardy, and the Per Cent. of Attendance by Schools for each Department, and also for the whole school.

TABLE No. IV. exhibits the Average Number Belonging in each Grade in each of the District and Primary Schools during the year. Each of the District Schools is divided into ten Grades, numbered respectively, 1st, 2d, &c., Grades. The Grades from 1 to 4 inclusive, are denominated the *Grammar Department*, and the Grades from 5 to 10, inclusive, are denominated *Primary Department*. In the Primary Schools the six lowest Grades are taught. Each Department is divided into Divisions, which correspond as nearly as possible with the Grades, but in many Divisions, pupils of more than one Grade are found. The Divisions of each school are made to correspond with the number of teachers employed, while the Grades are arranged with reference to the Course of Instruction.

TABLE No. V. exhibits the Average Daily Attendance of each Grade in each of the District and Primary Schools during the year.

TABLE No. VI. exhibits the Number of Promotions in each Grade in each of the District and Primary Schools during the year.

TABLE No. VII. exhibits Miscellaneous Statistics of Attendance by Schools for the year.

TABLE NO. I.

NATIVITY OF PUPILS IN THE PUBLIC SCHOOLS.

THE following Schedule shows the birth place of all pupils registered in the Public Schools during the last six years.

BORN IN THE UNITED STATES.

	1860	1861	1862	1863	*1864-5	1865-6	1866-7
Chicago,.....	5029	5792	6714	8498	12902	10878	12418
Illinois, out of Chicago,.....	809	840	1024	1503	2390	2223	2354
Maine,.....	119	117	97	106	137	149	126
New Hampshire,.....	65	74	68	89	103	102	96
Vermont,.....	120	98	97	130	173	101	94
Massachusetts,.....	606	624	571	699	892	741	758
Rhode Island,.....	30	51	31	45	61	46	66
Connecticut,.....	227	198	229	236	298	210	186
New York,.....	3045	2979	2979	3362	4060	3176	2912
New Jersey,.....	115	136	140	189	242	192	176
Pennsylvania,.....	349	365	392	432	566	458	469
Delaware,.....	6	7	5	6	20	10	7
Maryland,.....	68	76	93	112	120	105	120
District Columbia,.....	8	20	18	18	20	28	29
Virginia,.....	40	46	45	53	68	55	51
Ohio,.....	530	536	584	658	868	674	646
Indiana,.....	128	136	175	238	338	268	290
Michigan,.....	334	318	357	462	603	483	473
Wisconsin,.....	363	386	489	710	1032	879	964
Minnesota,.....	3	4	24	44	76	59	83
Iowa,.....	46	45	69	131	286	271	298
Missouri,.....	120	133	151	206	259	272	291
Kentucky,.....	104	121	122	150	165	193	215
Tennessee,.....	8	19	12	37	35	38	60
Kansas,.....	2	3	2	8	10	11	25
Nebraska,.....	0	0	0	3	6	4	2
North Carolina,.....	5	3	4	3	7	8	2
South Carolina,.....	10	6	6	9	12	10	8
Georgia,.....	9	8	7	8	10	8	14
Florida,.....	0	0	1	3	3	2	2
Alabama,.....	3	4	9	16	30	30	30
Mississippi,.....	22	13	16	23	41	42	36
Louisiana,.....	28	27	31	30	47	49	52
Texas,.....	11	11	11	17	14	13	15
Arkansas,.....	1	2	2	3	9	7	6
California,.....	16	15	12	18	29	35	47
Oregon,.....	1	0	0	1	0	4	0
New Mexico,.....	0	0	0	0	4	1	0
Colorado,.....	0	0	0	0	0	1	2
Nevada,.....	0	0	0	0	0	1	1
Total,.....	12380	13113	14587	18256	25036	21837	23416

* The figures for the year 1864 and '65 cover a period of eighteen months; all the rest are for one year.

NATIVITY OF PUPILS — CONCLUDED.

FOREIGN BIRTH.

	1860	1861	1862	1863	*1864-5	1865-6	1866-7
Germany,	1549	1202	916	767	950	673	854
England,	822	646	601	613	754	595	568
Ireland,	608	423	315	298	491	382	430
Canada,	423	393	378	448	719	781	864
Scotland,	217	160	137	143	108	133	110
Sweden,	133	99	88	83	92	81	81
Norway,	92	90	148	186	299	284	281
France,	61	71	42	33	47	18	28
Holland,	46	30	28	38	68	37	55
Prussia,	24	25	33	36	52	40	54
New Brunswick,	18	15	16	12	16	19	18
Wales,	17	10	10	17	30	28	36
Bohemia,	17	21	36	45	70	154	266
Switzerland,	13	10	12	4	7	13	29
Belgium,	13	13	18	28	17	3	6
Austria,	9	3	9	9	9	3	9
New Foundland,	7	9	6	5	4	4	5
St. Helena Island,	6	5	3	5	5	3	5
Denmark,	5	5	4	10	10	10	36
Italy,	4	5	5	2	13	7	5
Nova Scotia,	4	10	4	1	6	5	4
Poland,	4	2	3	3	3	7	0
Atlantic Ocean,	4	4	12	7	14	9	9
West Indies,	3	2	3	2	4	2	5
Brazil,	2	2	2	2	3	1	0
British America,	2	0	0	0	1	2	0
Prince Edward's Island,	2	5	3	3	4	1	1
Mexico,	1	1	1	2	1	0	0
Hanover,	1	0	1	1	0	3	2
Island of Guernsey,	1	0	0	0	0	0	0
Australia,	1	0	0	3	6	5	3
Africa,	1	1	2	1	2	0	1
Iceland,	1	0	0	0	1	0	0
Isle of Man,	1	4	2	0	1	1	2
Hungary,	0	1	2	2	2	4	4
Saxony,	0	2	0	0	1	2	4
Central America,	0	3	0	1	0	1	1
Asia,	1	1	1	1	0	0	3
Costa Rica,	0	0	2	2	2	0	0
Chili,	0	0	0	1	0	0	2
Borneo,	0	0	0	1	0	0	0
Portugal,	0	0	0	0	1	1	1
Sicily,	0	0	0	0	3	3	2
Russia,	0	0	0	0	3	3	7
Turkey,	0	0	0	0	2	1	2
India,	0	0	0	0	1	1	1
Gibraltar,	0	0	0	0	0	1	0
Spain,	0	0	0	0	0	0	1
South America,	0	0	0	0	0	3	0
Moravia,	0	0	0	0	0	1	0
Baden,	0	0	0	0	0	2	1
Indian Ocean,	0	0	0	0	0	0	1
Unknown,	54	55	91	117	162	79	37
Total,	4167	3328	2934	2932	4044	3404	3844

* The figures for the year 1861 and '65 cover a period of eighteen months; all the rest are for one year.

TABLE NO. II.

MONTHLY SUMMARY OF ATTENDANCE OF ALL THE DISTRICT AND PRIMARY SCHOOLS.

MONTHS.	SUMMARY OF GRAMMAR DIVISIONS.						SUMMARY OF PRIMARY DIVISIONS.						SUMMARY OF WHOLE SCHOOL.					
	Whole Number	Average Number	Average Daily Attendance.	Per Cent. of Attendance.	Whole Number	Average Number	Average Daily Attendance.	Per Cent. of Attendance.	Whole Number	Average Number	Average Daily Attendance.	Per Cent. of Attendance.	Whole Number	Average Number	Average Daily Attendance.	Per Cent. of Attendance.	Whole Number	Average Number
September.....	3,047	2,755.0	2,604.4	94.4	13,704	11,919.1	11,012.1	92.4	16,751	14,678.1	13,616.5	92.8	16,751	14,678.1	13,616.5	92.8	16,751	14,678.1
October.....	3,234	2,938.0	2,772.9	94.4	14,469	12,656.1	11,713.4	92.6	17,703	15,595.1	14,486.3	92.9	17,703	15,595.1	14,486.3	92.9	17,703	15,595.1
November.....	3,250	2,946.9	2,796.8	94.9	14,784	12,672.2	12,044.6	93.6	18,034	15,819.1	14,841.4	93.8	18,034	15,819.1	14,841.4	93.8	18,034	15,819.1
December.....	3,232	3,027.0	2,877.3	95.1	13,915	12,697.7	11,635.4	91.6	17,147	15,724.7	14,512.7	92.2	17,147	15,724.7	14,512.7	92.2	17,147	15,724.7
January.....	3,799	3,467.3	3,266.0	94.2	14,888	13,064.0	11,956.0	91.4	18,687	16,551.3	15,222.0	91.4	18,687	16,551.3	15,222.0	91.4	18,687	16,551.3
February.....	3,708	3,466.8	3,343.9	95.9	14,408	13,296.8	12,417.0	94.0	18,114	16,983.6	15,760.9	94.4	18,114	16,983.6	15,760.9	94.4	18,114	16,983.6
March.....	3,865	3,564.0	3,407.7	95.3	14,261	12,857.0	12,169.1	94.6	18,126	16,421.0	15,576.8	94.9	18,126	16,421.0	15,576.8	94.9	18,126	16,421.0
April.....	3,675	3,434.2	3,260.5	95.8	13,387	12,568.5	11,952.7	95.1	17,062	16,092.7	15,243.2	95.3	17,062	16,092.7	15,243.2	95.3	17,062	16,092.7
May.....	3,751	3,353.3	3,228.9	96.3	15,337	13,373.6	12,778.2	95.5	19,108	16,726.9	16,007.1	95.7	19,108	16,726.9	16,007.1	95.7	19,108	16,726.9
June.....	3,546	3,275.4	3,142.5	95.9	14,179	12,933.9	12,331.8	95.3	17,725	16,299.3	15,474.3	95.5	17,725	16,299.3	15,474.3	95.5	17,725	16,299.3
Average for the year.....	3,510.7	3,225.3	3,073.1	95.3	14,335.0	12,816.9	12,001.0	93.6	17,845.7	16,042.2	15,074.1	94.0	17,845.7	16,042.2	15,074.1	94.0	17,845.7	16,042.2

This table shows the Attendance of Pupils in all of the District and Primary Schools for each month during the year, giving the Attendance for the Grammar and Primary Departments separately, and also the Attendance of both Departments together. It also shows at what seasons of the year the different Departments are the most crowded, and the increase in attendance as the year advances.

TABLE NO. III.
SUMMARY OF AVERAGE ATTENDANCE OF EACH OF THE DISTRICT AND PRIMARY SCHOOLS.

SCHOOLS.	SUMMARY OF GRAMMAR DIVISIONS.				SUMMARY OF PRIMARY DIVISIONS.				SUMMARY OF WHOLE SCHOOL.			
	Admitted.	Left.	Tardy.	Per Cent. of Attendance.	Admitted.	Left.	Tardy.	Per Cent. of Attendance.	Admitted.	Left.	Tardy.	Per Cent. of Attendance.
Dearborn,	289	204	314	84.7	1416	947	1646	81.6	1705	1151	1960	92.2
Jones,	256	174	875	86.4	1382	886	3229	84.3	1648	1080	4104	94.7
Scammon,	385	231	313	86.2	1270	756	2374	85.8	1887	2087	2687	96.5
Kinzie,	222	777	269	84.7	1961	1303	3662	91.3	2253	1480	3631	92.2
Franklin,	413	234	646	87.2	2573	1630	4047	96.4	2396	1884	4963	96.6
Washington,	566	351	392	84.5	2603	1707	2656	92.7	3169	2758	3348	93.2
Noseley,	568	480	732	85.4	1682	1087	3464	83.0	2260	1547	4216	93.8
Brown,	635	385	633	85.4	1388	634	1486	94.7	2053	1219	2119	93.9
Foster,	709	488	433	85.4	4009	2903	3189	93.7	4718	3091	3572	94.3
Ogden,	347	208	275	83.5	1262	767	1324	92.9	1609	976	1569	93.1
Newberry,	350	248	449	85.2	1261	1620	3111	93.7	3166	1568	3560	93.9
Wells,	176	130	243	86.2	1807	996	3364	93.6	1963	1126	3612	93.8
Skinner,	804	545	822	84.5	2923	1832	4167	93.2	3727	2477	4989	93.4
Haven,	285	198	279	94.4	2130	1283	2470	92.8	2415	1481	2749	93.1
Cottage Grove,	273	150	407	94.4	753	416	967	92.4	1026	666	1374	92.7
Bridgeport,	106	80	105	93.1	1207	629	2257	89.2	1313	909	2362	89.6
Holstein,	61	64	209	93.0	66	68	160	81.5	127	122	369	91.5
Walsh Street,	20	4	9	94.5	491	63	332	95.3	511	67	341	96.2
Pearson Street Primary, ... ..	.....	.....	.....	.....	880	378	1441	97.5	880	378	1441	97.5
Elizabeth Street Primary, ... ..	.....	.....	.....	.....	960	474	1212	93.7	960	474	1212	93.7
Rolling Mill Primary, ... ..	.....	.....	.....	.....	295	119	472	91.9	295	119	472	91.9
Total,	6440	4341	7330	85.3	33899	2077	47280	83.6	40339	25048	54610	94.0
Averages for the Year, ... ..	.....	.....	.....	85.3	.....	.....	.....	83.6	.....	.....	.....	94.0

TABLE NO. IV.
SUMMARY OF ATTENDANCE BY GRADES — AVERAGE NUMBER BELONGING.

SCHOOLS.	GRAMMAR DEPARTMENT.				PRIMARY DEPARTMENT.						TOTAL.		
	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	Fifth Grade.	Sixth Grade.	Seventh Grade.	Eighth Grade.	Ninth Grade.	Tenth Grade.	Grammar Grades.	Primary Grades.	Whole School.
Dearborn.....	14	21	46	48	69	62	68	130	110	73	129	486	61
Jones.....	19	18	52	48	80	57	57	152	102	93	137	546	683
Scammon.....	33	62	53	80	88	62	61	120	121	94	218	536	754
Kinzie.....	7	12	31	71	75	70	96	200	141	177	121	759	880
Franklin.....	15	42	90	97	93	86	128	222	301	216	244	1046	1290
Washington.....	21	30	98	119	101	121	154	192	263	160	288	991	1259
Moseley.....	32	36	104	91	141	121	103	81	89	84	283	570	833
Brown.....	53	46	108	91	86	89	137	96	103	85	298	596	864
Foster.....	28	38	119	167	176	130	167	366	404	373	352	1616	1968
Ogden.....	13	36	51	84	72	72	104	80	107	92	184	527	711
Newberry.....	15	23	52	76	100	110	151	220	234	239	166	1054	1220
Wells.....	6	12	31	73	97	103	101	176	164	155	122	796	918
Skinner.....	56	66	139	135	191	180	165	204	201	109	386	1050	1439
Haven.....	20	31	55	52	131	70	83	192	176	145	168	797	965
Cottage Grove.....	6	15	33	45	35	39	30	55	41	50	99	250	349
Bridgeport.....	7	7	10	22	31	61	64	94	61	90	46	391	437
Holstein.....											16	380	396
Walsh Street.....	0	3	3	10	30	15	22	59	79	175		543	543
Pearson Street Primary.....					40	62	70	154	137	80		482	482
Elizabeth Street Primary.....					99	64	73	91	77	78		148	148
Rolling Mill Primary.....					27	7	21	28	36	23			
Total.....	345	478	1075	1309	1752	1517	1840	2912	2947	2596	3207	13564	16771

* No report by Grades — school not thoroughly graded.

TABLE NO. V.

SUMMARY OF ATTENDANCE BY GRADES — AVERAGE DAILY ATTENDANCE.

SCHOOLS.	GRAMMAR DEPARTMENT.				PRIMARY DEPARTMENT.						TOTAL.		
	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	Fifth Grade.	Sixth Grade.	Seventh Grade.	Eighth Grade.	Ninth Grade.	Tenth Grade.	Grammar Grades.	Primary Grades.	Whole School.
Dearborn,	13	19	44	45	54	46	58	116	107	65	121	446	567
Jones,	18	17	60	46	75	59	54	144	96	88	181	516	647
Scammon,	33	52	53	80	86	51	59	106	117	91	218	510	728
Kinzie,	7	11	30	68	70	64	89	183	130	160	116	696	812
Franklin,	14	41	88	94	90	83	123	215	292	205	237	1008	1245
Washington,	20	29	92	112	96	113	142	176	248	146	253	921	1174
Moseley,	31	34	99	87	125	75	96	76	82	78	251	530	781
Brown,	50	44	102	86	82	84	128	90	96	78	282	558	840
Foster,	27	37	113	158	169	124	157	346	387	348	335	1531	1866
Ogden,	12	34	48	79	67	66	97	75	97	87	173	489	662
Newberry,	14	22	49	72	95	104	143	207	218	221	157	988	1145
Wells,	6	12	29	70	92	98	94	165	153	143	117	745	862
Skinner,	54	54	132	127	180	167	155	191	184	98	367	975	1342
Haven,	19	30	51	49	122	65	77	180	163	133	149	740	889
Cottage Grove,	6	15	32	43	33	36	23	50	33	46	96	227	323
Bridgeport,	7	6	9	20	28	55	47	87	55	77	42	349	391
Holstein,													
Walsh Street,		3	2	10	29	14	21	56	75	167	15	362	377
Pearson Street Primary,	0				40	61	67	148	133	80		529	529
Elizabeth Street Primary,					93	58	69	87	73	72		452	452
Rolling Mill Primary,					25	6	20	26	31	26		134	134
Total,	331	490	1023	1246	1651	1429	1725	2724	2775	2407	3090	12711	15771

TABLE NO. VI.

PROMOTIONS DURING SCHOOL YEAR ENDING JULY 3, 1867.

SCHOOLS.	First Grade to High School.	Second to First Grade.	Third to Second Grade.	Fourth to Third Grade.	Fifth to Fourth Grade.	Sixth to Fifth Grade.	Seventh to Sixth Grade.	Eighth to Seventh Grade.	Ninth to Eighth Grade.	Tenth to Ninth Grade.	Total.
Dearborn,	8	37	38	54	36	61	89	25	127	91	566
Jones,	22	13	20	34	57	84	67	96	104	123	620
Scammon,	32	42	50	40	104	87	106	117	151	98	827
Kinzie,	5	8	14	24	69	110	116	87	118	180	731
Franklin,	18	27	31	60	75	82	99	135	212	302	1041
Washington,	13	19	43	56	74	124	222	188	298	289	1326
Mowley,	14	31	45	53	131	99	176	56	45	41	691
Brown,	40	57	79	105	60	129	194	119	201	59	1043
Foster,	17	19	104	151	119	274	225	140	412	536	1997
Ogden,	19	22	1	30	7	40	194	77	75	146	611
Newberry,	14	26	29	47	107	173	191	248	355	361	1551
Wells,	6	12	87	70	206	135	140	206	282	0	1144
Skinner,	36	109	123	72	125	236	171	200	167	136	1375
Haven,	13	10	42	41	73	130	90	108	179	217	903
Cottage Grove,	7	10	20	37	31	11	20	36	37	54	263
Bridgeport,	1	2	7	17	33	53	50	78	97	87	425
Holstein,											
Walsh Street,		2	1	11		4	5	9	5	8	45
Pearson Street Primary,					16	39	70	67	175	50	417
Elizabeth Street Primary,					25	60	54	46	47	59	291
Rolling Mill Primary,					8	13	20	12	8	4	65
Total,	265	446	734	902	1356	1944	2299	2050	3095	2841	15932

PUPILS DISTINGUISHED FOR PUNCTUALITY.

Not Absent or Tardy a Single Half Day during the Year :

HIGH SCHOOL. — George L. Abbott, Clara Baker, Sarah A. Baker, John Ballantyne, Samuel M. Booth, Frank A. Bradley, Fred Bradley, Walter L. Butler, Charles W. Clingman, Minnie Cruikshank, Frank D'Wolf, William Dickinson, Azubah T. Dodge, Carrie Edwards, Florence M. Estey, Fannie Fennimore, Lizzie Flaven, Charles W. Ford, Frank N. Gage, Edgar E. Gibson, Jeannie Hammond, James H. Heald, John M. Holliday, Carrie Hull, Flora C. James, Emma J. Jenness, Rufus L. Kirk, Victor F. Lawson, Anna E. Leadley, Emma S. Leadley, Mary J. Leadley, John P. Lenox, Stuart F. Merchant, Emily S. Merriman, Anne W. Miller, George F. Moore, Simeon F. Newhall, Anna E. Ripley, Emma T. Shoemaker, Frank O. Smith, Samuel H. Smith, Calvin J. Stambaugh, Mattie W. Stanley, Harry S. Stevens, Emma Thompson, Charles W. Turner, Henry M. Walker, Maie Walker, Mena C. Wehrli, Ella A. White, Emeline A. Wilce. — 51.

DEARBORN SCHOOL. — Marilla A. McMillan, Josie E. Balkam, Abbie G. Wells, Lizzie Lillibridge. — 4.

JONES SCHOOL. — Eva C. Cushing, Anna E. Hughes, Rebecca Hodges, Augustus Ribolla. — 4.

SCAMMON SCHOOL. — Willie S. Booth, Amelia Brown, Caroline Buechel, Emily Carlisle, Augusta Downs, John Erby, Julia Erby, Fannie Gibson, Albert Glade, William Glade, Anna Green, Kittie Hanrahan, Nettie Howe, Matilda Jacobs, Emma Jones, David Lusk, Sarah Lusk,

Georgia McAuley, Emma McGovern, Carl Ortmeier, Clarence Patch, Fred. Peck, Willie Pratt, Amelia Reid, Adeline Schenckowitz, August G. Schenckowitz, Bertha Schenckowitz, Willie Schumacher, Julius Sharper, Louis Shaw, Charles Smiley, Sarah Stell, Lizzie Thomas, Olive White, Sarah Williams, Albert Wolf. — 36.

KINZIE SCHOOL. — George Dick, Willie Eberhart, Alice Eckstrom, Willie Geselbracht, August Gloss, Louisa Gloss, Charles Gloss, Jacob Kolman, Christina Peattie, Julius Woltz, Henry Worley. — 11.

FRANKLIN SCHOOL. — William Adams, Amanda Anderson, Elliott Brodie, Michael Clifford, Patrick Clifford, John Collins, Herman Deverman, Agnes Dippe, Lizzie Dunn, William Edeling, Matilda Ehrhardt, Minnie Hanna, Minnie Hicks, John Lawler, Jane McGuire, Abram Marks, Richard Meyers, Fritz Michael, Caroline Miller, Elias Muehlke, Katie Nilen, Kate O'Brien, Frank Packard, Mary Prendegast, Gustav Pries, Christian Schwartz, Albert Trick. — 27.

WASHINGTON SCHOOL. — Alice Bay, Mary Culver, Emma Chapman, Sarah J. Gibson, Alice Hill, Lena Johnson, Alice Miller, Thomas Mulhall, Hattie Peck, Mary Robinson, Eddie Swift, Isadore Scheneschal. — 12.

MOSELEY SCHOOL. — Charles A. Blatony, Willie Burrows, James Cooper, Mary DeGolyer, Richard Garnett, James Lyon, Charles A. McDonald, Matilda Maitland, Dora Monroe, Lizzie Nash. — 10.

BROWN SCHOOL. — William Bates, Jennie Bingham, Fanny Bull, Annie Caldwell, Edgar Colburn, Walter Decatur, Ella Emery, Charles Hoadley, Mary Hussey, Fannie Jenison, Thomas M. Lee, Sarah McEvoy, Ellison

Mackey, Andrew Mellville, Fanny M. Pickard, Etta Rambo, Lizzie Shoemaker, Charlie Woodford. — 18.

FOSTER SCHOOL. — William T. Belfield, Annie Bremner, Michael Bender, Amelia Bernhard, Rosa Chambers, John Clary, Joseph Chadeve, John Dornbush, William B. Doherty, Eliza Favor, Mary Flanigan, Emma Gruper, Furman Hand, Louis Hager, Barbara Hanslik, Sarah Jehl, Annie Kolar, Hannah Laughlin, Joseph Leavley, Richard A. Matthews, John Melka, Henry Myers, John Morava, John Nuttall, Mary Pagel, Daniel Robertson, Thomas Robeck, Pauline Rommeis, Hamilton Stevens, John Strickland, Mena Stophron, Mary Schubert, Katie Savor, Barbara Shinebery, Joseph Spalina, Frances Soden, Sarah E. Tomes, Emil Thorman, Joseph Uhrig, Velie Vinto, George Vaupell, Arthur Woodruff, August Walters, Louisa Zeise, Mary Zika, Louis Zek. — 46.

OGDEN SCHOOL. — Edward B. Bacon, Gregory Cox, Delia O'Neil, Julia Stambaugh. — 4.

NEWBERRY SCHOOL. — Jacob Buschwah, Katie Cahill, Michael Ford, Bessie Forrest, Mary Gillespie, Maggie Kemper, Lizzie Mullens, Willie Rudd, Henry Seaman, Minnie Speori. — 10.

WELLS SCHOOL. — Robert Adair, Ella Choore, Charles Ditt, Charles Drinkwater, August Getzinger, Peter Huff, James McCarthy, Sophia Zincke. — 8.

SKINNER SCHOOL. — William H. Beidler, Helen Black, Thomas Blayney, Merritt J. Brown, Maggie Campbell, James W. Carr, Kate Caughlin, Clara Coe, Nannie Cozine, Harvey Dean, Walter A. Ferguson, William H. Foss, Horace Foss, Henry G. Hart, William Kane, Lily Lane, Lizzie Loft, Hattie Price, Adolph Seegert, Carrie Shipman, Helen D. Shipman, James Vaughan, Ida J. Walker. — 23.

HAVEN SCHOOL.—Frederic Crumbaugh, Charles Jubitz, Ellen Mangan, Anna A. Nash, Myron Norton, Charles Quinlan, Edward Weller, Ellen Weller, Marianne Wilcox, Frederic H. E. Winning, Emma L. Winning.—11.

BRIDGEPORT SCHOOL.—Adela Hall.—1.

ELIZABETH STREET PRIMARY SCHOOL.—Fannie Parsons, Annie Ronda, Minnie Ronda, Willie Sullivan.—4.

ROLLING MILL PRIMARY SCHOOL.—Martin Qualy.—1.

Not Absent a Single Half Day during the Year, additional to the names embraced in the preceding list:

HIGH SCHOOL.—Anna A. Cook, Susie E. Edwards, Walter H. Haskell, Maggie T. Hawkins, Arnold Heap, George R. Nichols, Emelyn Palmer, Amelia Platt, Natalie Schenckowitz.—9.

DEARBORN SCHOOL.—Alonzo Pierson, Charles Becker.—2.

JONES SCHOOL.—Maggie Fitzgerald, William H. Hogan, Charles W. Nichols, Alfred S. Porter, Charlotte M. Ribolla, Edward L. Stahl, Viola L. G. Williams.—7.

SCAMMON SCHOOL.—John Burke, Minnie Croghan, Cassie V. Edwards, George Fox, Leander Goodsell, Matilda Gross, Louis Guth, Lizzie Guth, Maria Kitt, Frederic Kusowsky, Mattie Meagher, Pauline Miller, Lizzie Mooney, Mary Park, Gustave Schumacher, Sophia Suelger.—16.

KINZIE SCHOOL.—Maggie Fee, Hannah Nordill, George Rietz.—3.

FRANKLIN SCHOOL.—William Blandow, Joseph Brenner, Charlotte Coffee, Louisa Deverman, James Donegan, Willard Fuller, John Flaherty, Thomas Galbraith, George Glocklar, Clara Hopewell, Emma Huscher, Mary McGraw, Jane McGraw, Lucy Newhall, Bertha Orthwein, John

Owens, Belle Rounsavell, Lona Small, Ida Schwartz, Honora Stack, William Taylor, William Wagner, Kate Warner. — 23.

WASHINGTON SCHOOL. — William J. Miller, Nettie Russell, Mercie Thomas, Freddie White. — 4.

MOSELEY SCHOOL. — Charles E. Fuller, Walter B. Mitchell, French Moore, John Reidy, Joanna Roach, Thomas Ryder, John Woodward, William H. Woodward, Samuel Wright. — 9.

BROWN SCHOOL. — James Carney, Kate Hall, Edmund Henderson, Charles Hill, Mary Houghton, Albert Maher, Kittie Moore, Frank Reed, Lizzie Thayer, Fred. VanInwagen, Lansing Williams. — 10.

FOSTER SCHOOL. — Sophia Alt, James Barry, Mary E. Burke, Christina Chadeve, Bertha Furst, John Hanslik, Oscenia Johnson, Joseph Kolar, Mary Lalande, George Leslie, Eddie Leversch, Daniel McCarthy, Freddie Mears, Katie McAuliffe, Anna Nichol, William Pagel, Mena Paulley, Mary Quinn, Mina Rommeiss, John Rommeiss, Henry Schultz, Charles Schmedtz, Bayard Taylor, Edward Taylor. — 24.

OGDEN SCHOOL. — Lizzie Anthony, Sophia Corning, Henry Waldhauser. — 3.

NEWBERRY SCHOOL. — Fred. Robrahan, John Swartz, Fred. Schreiber. — 3.

WELLS SCHOOL. — Charles Gegenheim, Kate Gegenheim, Willie Hastings, Thomas Ryan, Janette McWade, Jane Malony, Augusta von Horn. — 7.

SKINNER SCHOOL. — William Allen, John Barrow, Frederick Bremm, Clara Chambers, Charles Dickenson, Fannie Dickenson, Carrie Deming, Henry Ferguson,

DARWIN HURD, Peter Hamm, Joseph Steiger, Cornelius Safford, John Stanton. — 13.

HAVEN SCHOOL. — Henry J. Brooks, William Granger, John Moynahan, Benjamin Oswald. — 4.

PEARSON STREET PRIMARY SCHOOL. — Peter Finley, Morgan Hanlon, James McComb, Zoe Marredel, Thomas Minnegan, Joseph O'Brien, Mary Sutter, Fannie Trick. — 8.

ELIZABETH STREET PRIMARY SCHOOL. — Harry Wilson, James White. — 2.

ROLLING MILL PRIMARY SCHOOL. — Alexander Caddick. — 1.

Not Absent or Tardy for two consecutive Years :

HIGH SCHOOL. — Frank A. Bradley, Minnie Cruikshank, Fannie Fennimore, Lizzie Flaven, Frank N. Gage, Carrie Hull, Flora C. James, Rufus L. Kirk, Victor F. Lawson, Annie E. Leadley, Mattie W. Stanley, Ella A. White. — 12.

DEARBORN SCHOOL. — Marilla A. McMillan. — 1.

SCAMMON SCHOOL. — Willie S. Booth, Matilda Jacobs, August G. Schenckowitz, Louis Shaw. — 4.

FRANKLIN SCHOOL. — Minnie Hannah, Katie Nilen, Gustav Pries, Albert Trick. — 4.

WASHINGTON SCHOOL. — Alice Hill, Hattie Peck, Isadore Scheneschal. — 3.

MOSELEY SCHOOL. — Richard Garnet, Matilda Maitland. — 2.

BROWN SCHOOL. — Fannie Bull. — 1.

FOSTER SCHOOL. — Thomas Nuttall. — 1.

NEWBERRY SCHOOL. — Jacob Buschwah. — 1.

SKINNER SCHOOL. — William H. Beidler, Henry G. Hart, Ida J. Walker. — 3.

HAVEN SCHOOL. — Anna A. Nash. — 1.

Not Absent or Tardy for three consecutive Years :

HIGH SCHOOL. — Fred. Bradley, John M. Holliday, Annie W. Miller, Samuel H. Smith, Calvin J. Stambaugh, Emma Thompson. — 6.

SCAMMON SCHOOL. — John Erby, Adeline Schenckowitz. — 2.

OGDEN SCHOOL. — Delia O'Neil, Julia Stambaugh. — 2.

WELLS SCHOOL. — Sophia Zinke. — 1.

Not Absent or Tardy for four consecutive Years :

SCAMMON SCHOOL. — Bertha Schenckowitz.

Not Absent for two consecutive Years :

HIGH SCHOOL. — Chas. W. Clingman, Anna A. Cook. — 2.

JONES SCHOOL. — Alfred S. Porter. — 1.

FRANKLIN SCHOOL. — John Collins, Louisa Deverman, Lizzie Dunn, Thoms Galbraith, Frank Packard. — 5.

BROWN SCHOOL. — Lizzie Shoemaker. — 1.

FOSTER SCHOOL. — Sophia Alt, Edward M. Taylor. — 2.

SKINNER SCHOOL. — Charles Dickenson. — 1.

HAVEN SCHOOL. — Henry J. Brooks, Benjamin Oswald, Frederic Winning. — 3.

Not Absent for three consecutive Years :

HIGH SCHOOL. — M. Frances D'Wolf, Amelia Reid. — 2.

JONES SCHOOL. — Edward L. Stahl. — 1.

Not Absent for four consecutive Years :

HIGH SCHOOL. — Natalie Schenckowitz, Calvin Stambaugh. — 2.

Not Absent for six consecutive Years :

FOSTER SCHOOL. — Eliza Favor. — 1.

SCHOOL FINANCES.

I. SPECIAL FUNDS.

MOSELEY BOOK FUND.

In 1856, a fund of \$1,000 was established by the late FLAVEL MOSELEY, Esq., the interest of which is expended in purchasing text books for indigent children attending the Public Schools. During the past year a bequest, made by Mr. Moseley, of \$10,000, has been added to this fund, so that the total fund now amounts to \$11,000.

JONES FUND.

In 1858, WILLIAM JONES, Esq., established a fund of \$1,000, the interest of which is applied for the benefit of the Jones School, in procuring text books for indigent children, books of reference, maps, globes, etc.

NEWBERRY FUND.

In 1862, WALTER L. NEWBERRY, Esq., established a fund of \$1,000, the interest of which is applied for the benefit of the Newberry School, in procuring text books for indigent children, school apparatus, books for reference, etc.

FOSTER MEDAL FUND.

In 1857, Dr. JOHN H. FOSTER established a fund of \$1,000, the avails of which are expended in procuring medals and other rewards of merit for the most deserving pupils attending the Grammar Departments of the District Schools.

BRYANT & STRATTON SCHOLARSHIPS.

In 1859, Messrs. BRYANT, BELL & STRATTON (now Bryant & Stratton) donated one Life Scholarship in their Commercial College, to the most deserving pupil in Scholarship, Deportment and Attendance, in the Master's Division of each of the District Schools, annually, for the period of ten years; and two Life Scholarships to the most deserving of the graduates of the High School, annually for ten years, one of whom must be selected from the Normal Department.

PORTER TELEGRAPH COLLEGE SCHOLARSHIPS.

In 1867, E. PAYSON PORTER, Esq., donated one Life Scholarship to the graduating class of each of the District Schools, and one Life Scholarship to the graduating class of each Department of the High School, annually for the period of ten years, to be awarded to the pupil in each class whose average for the year is the highest among those who have been neither tardy nor absent during the year.

II. GENERAL FUNDS.

SCHOOL FUND PROPER.

The amount of real estate now belonging to			
the School Fund, within the limits of			
the city, is appraised at	-	-	\$651,206.67
Amount of real estate outside of the city,			43,375.00
Money loaned — Principal,	-	-	52,040.00
Wharfing Lot Fund,	-	-	61,129.00
Total School Fund,	-	-	\$807,750.67

A considerable portion of the real estate belonging to the School Fund is not now available, and much of it is leased on low rents.

SCHOOL TAX FUND.

Amount of Three Mill Tax levied, - - \$257,859.75

RECEIPTS.

SCHOOL FUND INCOME.

Rents, - - - - -	\$34,555.98
Interest, - - - - -	8,303.32
State Dividend — Balance of Tax of 1865, -	2,616.79
State Dividend — Tax of 1866, - - -	27,000.00

SCHOOL TAX FUND.

Amount of Three Mill Tax collected, - \$234,445.92

SCHOOL CONSTRUCTION BONDS.

Avails of sale of Bonds under Act, Feb. 15,	
1865, - - - - -	\$23,375.00
Avails of sale of Bonds under Act, March 9,	
1867 - - - - -	57,969.00

EXPENDITURES.

The annexed table gives a detailed statement of the several items that make up the current expenditures for school purposes in each of the schools, except the evening schools, for the year ending July 31, 1867:

TABLE SHOWING THE CURRENT EXPENDITURES FOR EACH SCHOOL DURING THE YEAR, COST PER PUPIL FOR TUITION, ETC.

SCHOOLS.	No. of Teachers, July 1, 1897.	Average No. of Pupils Belonging during the year.	Amount paid for Tuition during the year.	Cost of Tuition per Pupil on Average Number Belonging.	Amount paid for Fuel during the year.	Amount paid for Cleaning School, Janitors, and Buildings during the year.	Amount paid for Repairs, Supplies, Office, and other during the year.	Total Amount paid out for sup- port of Schools during the year.	Cost per Pupil on Total Amount.	Per Cent Interest on value School Property.	Total Cost of Instruction, Including Interest on School Property.	Cost per Pupil, Including Interest on School Property.	No. of Teachers, July 1, 1897.
HIGH.....	12	350	\$19215.69	\$54.90	\$777.14	\$490.00	\$1445.75	\$2189.58	\$62.57	\$1880.0	\$25066.56	\$71.70	
Dearborn.....	13	615	10335.78	16.80	355.02	541.20	1287.56	12519.56	20.36	5259.00	17778.56	28.91	
Jones.....	13	683	10969.81	14.74	629.80	698.00	2157.26	13451.87	19.70	3831.00	17282.87	25.30	
Seamon.....	11	754	9082.11	*12.05	652.00	652.00	1476.41	11538.65	15.30	2773.50	14312.15	18.98	
Kinzie.....	16	880	11431.04	12.99	693.48	634.00	2197.53	14855.95	16.88	2036.70	16892.65	19.20	
Franklin.....	23	1289	17733.39	13.76	981.35	1104.33	3230.02	23049.09	17.88	1524.00	25185.09	19.53	
Washington.....	22	1259	15890.52	12.62	926.21	1311.25	2548.61	20770.59	16.50	1636.00	22284.59	17.71	
Moseley.....	15	833	10738.80	12.89	928.86	870.64	2307.84	14844.14	17.82	3192.00	18096.14	21.65	
Brown.....	13	894	11063.76	12.38	767.27	806.50	1606.28	14242.81	15.93	3069.60	17312.41	19.37	
Foster.....	31	1968	22563.09	11.46	1517.08	1216.00	3861.74	29157.91	14.92	2692.00	32049.91	16.28	
Ogden.....	12	711	9755.08	13.72	919.30	867.39	1786.25	13328.02	18.60	2403.80	15731.82	22.13	
Newberry.....	27	1220	16077.76	13.18	1767.24	910.00	2543.42	21268.42	17.46	2629.00	24127.42	19.78	
Wells.....	17	918	11864.50	13.02	1553.32	947.23	1894.78	16349.83	17.81	3180.00	19529.83	21.27	
Skinner.....	24	1436	17644.22	12.29	1748.44	1139.07	3079.59	23911.32	16.44	3246.00	20426.07	18.70	
Haven.....	18	956	12765.07	13.37	873.07	917.50	2265.43	17126.07	17.93	3300.00	20426.07	21.40	
Cottage Grove.....	9	333	4900.27	14.71	343.86	420.00	843.34	6907.47	19.64	1470.00	7977.47	23.96	
Bridgeport.....	8	437	5327.12	12.18	306.60	392.67	1077.76	7104.15	16.26	333.00	7437.15	17.02	
Walstein.....	2	74	1561.98	21.15	135.32	189.00	160.76	2960.06	27.70	240.00	2260.06	30.94	
Holstein.....	9	1779	1148.75	14.54	159.00	159.00	212.00	1519.75	19.24	328.78	1848.53	20.40	
Pearson Street Primary.....	9	4326	3120.55	10.18	367.27	351.00	698.91	4837.73	14.84	1234.75	6072.48	18.62	
Elizabeth Street Primary.....	9	4290	3673.70	12.66	354.23	322.00	581.45	4637.38	17.00	1262.19	6163.57	21.36	
Rolling Mill Primary.....	8	89	1161.98	13.05	215.09	169.00	233.48	1719.58	20.00	219.51	1099.06	22.46	
Total.....	316	16893	\$227524.97	\$13.88	\$16365.08	\$14876.78	\$37906.06	\$296672.89	\$18.10	\$60958.83	\$346731.72	\$41.15	

*Two divisions in this school constitute the Model School or School of Practice, which are taught by pupils belonging to the Normal Department, under the supervision of the Principal of the School of Practice.

†The Pearson Street, Elizabeth Street, and Rolling Mill Primary Schools were opened January 2, 1897. The Average Number Belonging for the entire year is here given so as to bring all the schools on the same basis; the actual Average Number Belonging for the time these schools were in session is necessarily proportionately larger. ††The Walsh Street School was opened May 7, 1897.

PERMANENT IMPROVEMENTS,

EXCEPT FOR NEW BUILDINGS.

Some items have been included under this head which could not properly be classified under Repairs and Supplies in ascertaining the current expenses of the Schools, such as reference books and apparatus which have been supplied for the first time, and insurance on the new buildings while in the process of erection. In the item of fences and side-walks, the full expense, in each case, is not given, as some of the side-walks were let by contract, and others were constructed by workmen employed by the Board; in the latter case, as a general rule, only the cost of the lumber is given.

For Sewers :

Jones School, - - - -	\$243.10	
Franklin School, - - - -	229.30	
Washington School, - - - -	430.60	
Brown School, - - - -	419.30	
Haven School, - - - -	731.50	
Pearson Street Primary School,	389.79	
Elizabeth Street Primary School,	406.50	
		\$2,850.00

For Fences and Sidewalks :

Jones School, - - - -	\$192.25
Scammon School, - - - -	398.75
Brown School, - - - -	423.61

Foster School, - - -	374.47
Haven School, - - -	137.00
Cottage Grove School, - -	585.89
Walsh Street School, - - -	781.19
Pearson Street Primary School,	581.52
Elizabeth Street Primary School,	612.73
Rolling Mill Primary School, -	169.64

\$4,257.05*For Stoves and Furnaces :*

High School, - - -	\$275.00
Cottage Grove School, - -	770.17
Walsh Street School, - -	104.00
Pearson Street Primary School,	465.00
Elizabeth Street Primary School,	219.50
Rolling Mill Primary School, -	63.87

\$1,897.54*For Apparatus and Reference Books :*

High School, - - -	\$80.00
Wells School, - - -	21.75
Haven School, - - -	52.35
Cottage Grove School, - -	51.68
Holstein School, - - -	17.60
Pearson Street Primary School,	17.60
Elizabeth Street Primary School,	17.60
Rolling Mill Primary School, -	17.60

\$276.18*For School Furniture :*

Scammon School, - - -	\$409.30
Franklin School, - - -	667.95
Washington School, - -	324.30
Foster School, - - -	*1,973.58
Newberry School, - - -	1,000.15
Wells School, - - -	351.43

* In exchange for furniture removed to other school buildings.

Skinner School, - - -	55.00	
Haven School, - - -	65.00	
Cottage Grove School, - -	2,066.28	
Holstein School, - - -	271.70	
Walsh Street School, - -	1,014.45	
Pearson Street Primary School,	2,158.00	
Elizabeth Street Primary School,	2,132.50	
General, (ready for use when required), - - -	663.40	
		<hr/> \$13,153.04

For changes and additions to Steam Heating Apparatus :

Ogden School, - - -	\$150.16	
Wells School, - - -	71.07	
Skinner School, - - -	450.00	
Haven School, - - -	415.78	
		<hr/> \$1,087.01

For introduction of Gas :

Scammon School :		
For service pipe in street, -	\$52.00	
Franklin School :		
For evening school, - -	150.00	
Foster School :		
For evening school, - -	506.13	
Haven School :		
For evening school, - - -	54.80	
		<hr/> \$762.93

Miscellaneous :

Moseley School :		
For fitting up new room, -	\$324.90	
Branch :		
Removal of building, etc,	656.87	
Newberry School :		
Fitting up new rooms, - -	1,128.02	

Wells School :

Outhouse vaults,	-	-	359.40
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Fences, sidewalks, outhouses,			1,632.18
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Skinner School :

Inside blinds,	-	-	87.40
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Haven School :

Filling lot,	-	-	200.00
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Cottage Grove School :

Introducing water,	-	-	157.10
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Building extra chimney,	-	-	61.00
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Bridgeport School :

Filling lot,	-	-	75.00
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Holstein School :

Addition to building,	-	-	1,594.16
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Pearson Street Primary School :

Moving tenement building,	-	-	54.95
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Introducing water,	-	-	90.00
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Elizabeth Street Primary School :

Introducing water,	-	-	189.60
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Rolling Mill Primary School :

Moving building,	-	-	253.84
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Repairs to building,	-	-	574.61
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Insurance on new buildings,	-	-	332.50
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Surveying School Lots,	-	-	15.00
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\$7,776.53

Total for Permanent Improvements,

\$32,060.28

TEACHERS OF THE PUBLIC SCHOOLS,
NOVEMBER 1, 1867.

HIGH SCHOOL.

George Howland,			
<i>Principal,</i>	}	229	Ohio street.
Edward C. Delano,			
<i>Prin. Normal Dep't,</i>	}	74	South Morgan street.
James R. Dewey, -	-	123	South Hoyne street.
George P. Welles, -	-	43	Portland Block.
Selim H. Peabody,	-	277	Forquer street.
Samuel F. Miller, -	-		Lake Forest.
Henry F. Munroe,	-	207	Park avenue.
Henry W. Snow, -	-	324	West Randolph street.
Oliver S. Westcott,	-	973	West Madison street.
N. Ella Flagg,			
<i>Prin. School Practice,</i>	}	231	West Washington street.
Gertrude Van Patten,	-	452	West Washington street.
Annie E. Trimmingham, -	-	350	West Madison street.
Pauline M. Reed, -	-	214	Sebor street.
George R. d'Andilly, -	-	281	Morgan street.

DEARBORN SCHOOL.

Leslie Lewis,			
<i>Principal,</i>	}	148	Madison street.
Alice L. Barnard,			
<i>Head Assistant,</i>	}	115	Superior street.
Mary E. Waterman, -	-	147	Monroe street.
Anna A. Light, -	-	305	West Madison street.
Marian Mackway, -	-	4	Fourteenth street.
Mary A. Lacey, -	-	144	West Van Buren street.

Hattie L. Davis,	- -	2 Hubbard Court.
Fannie A. Griffin,	-	11 Rush street.
Maggie O'Reilly,	- -	515 North LaSalle street.
Achsa C. Mott,	- -	336 North LaSalle street.
Alice M. Daniels,	-	115 Superior street.
Carrie H. Barrows,	-	320 West Van Buren street.
Fannie M. Nicol,	- -	481 West Lake street.
Emma H. Gray,	- -	694 West Madison street.

JONES SCHOOL.

Henry H. Belfield,	}	52 Newberry street.
<i>Principal,</i>		
Electa E. Dewey,	}	1219 Indiana avenue.
<i>Head Assistant,</i>		
Julia E. Paddock,	- -	588 West Washington street.
Lizzie C. Glidden,	- -	638 Wabash avenue.
Mary E. Reed,	- -	145 Monroe street.
Anna B. Clark,	- -	115 West Madison street.
Isabella Morris,	- -	219 Third avenue.
Florence S. Tullis,	-	1114 Prairie avenue.
Julia Banyon,	- - -	134 Franklin street.
Emily C. Stevens,	- -	206 South Peoria street.
Emma Couch,	- -	134 Henry street.
Eliza L. Goss,	- - -	219 Third avenue.
Anna H. Maddy,	- -	93 West Harrison street.

SCAMMON SCHOOL.

A. Henry Vanzwoll,	}	161 West Washington street.
<i>Principal,</i>		
Ann E. Winchell,	}	117 South Sangamon street.
<i>Head Assistant,</i>		
Harriet E. Barnes,	-	500 Wabash avenue.
Sophia A. Burton,	- -	Western av. north of Lake st.
Frank E. Sutherland,	-	233 West Washington street.
Almira S. Jennings,	- -	311 South Halsted street.

Sarah E. Oberlander.	-	108	West Madison street.
Emma H. Smith,	- -	89	Warren avenue.
Sophronia L. Patch,	-	267	Fulton street.
Carrie E. Bradley,	- - -	81	School street.
Hattie A. S. Miller,	-	341	West Adams street.

KINZIE SCHOOL.

Ira S. Baker,	} <i>Principal,</i>	89	Van Buren street.
Elizabeth Williams,			
<i>Head Assistant,</i>	} 287	Illinois street.	
Emma C. Griffing. -			
Mary F. Luccock, -	-	118	Superior street.
Ellen J. Kennedy, -	-	359	Carroll street.
Charlotte P. Plumer,-	-	409	State street.
Carrie M. Reed, -	-	195	West Madison street.
Esther M. Sprague, -	-	118	Superior street.
Susan A. Swift, -	-	13	South Sangamon street.
M. Abba Gilbert, -	-	335	North Franklin street.
Sophrone H. Stevens, -	-	128	State street.
Emily L. Bailey, -	-	169	Walnut street.
Mary Clarke, -	-	221	Ohio street.
Lydia F. Phelps, -	-	328	Fulton street.
Hattie M. Butterfield, -	-	333	Indiana street.
Hattie E. Hitchcock, -	-	133	Wabash avenue.
Lizzie A. Bailey, -	-	92	Peoria street.

FRANKLIN SCHOOL.

Albert G. Lane,	} <i>Principal,</i>	138	West Monroe street.
Maggie Dougall,			
<i>Head Assistant,</i>	} 45	Cedar street.	
Emma J. Thompson,			
<i>Extra Teacher,</i>	} 156	West Washington street.	
Amelia G. Fiske, -			
-	-	241	Sedgwick street.

Sarah F. Kelly,	- -	278 Erie street.
Mary E. Graves,	- -	225 Ohio street.
Emma A. Stowell,	- -	118 Superior street.
Helen M. Lusk,	- -	128 South State street.
Averick T. Shockley,	-	212 Erie street.
Mary T. Schaefer,	-	109 North Clark street.
Mary E. Packard,	- -	55 West Hinsdale street.
Virginia T. Dupuy,	-	160 North Market street.
Mary E. Chappell,	- -	241 Sedgwick street.
Sarah E. Drake,	- -	95 Oak street.
Lizzie C. Rust,	- -	90 Oak street.
Sarah A. Bradley,	-	114 South Franklin street.
Sue L. Hillock,	- -	391 Ontario street.
Lucy S. Patrick,	- -	350 North Wells street.
Mary J. Synon,	- -	96 West Jackson street.
Kate E. Blanchard,	-	Cor. Belden av. and Clark st.
Laura A. Merritt,	- -	128 Elm street.
Hattie F. Spooner,	-	508 South Halsted street.
Flora E. Green,	- -	92 Oak street.
Bridget A. Enright,	-	149 Erie street.
Anna H. Achert,	}	356 North LaSalle street.
<i>Teacher of German,</i>		

WASHINGTON SCHOOL.

Benjamin R. Cutter,	}	196 West Washington street.
<i>Principal,</i>		
Caroline S. Aspinwall,	}	141 North Morgan street.
<i>Head Assistant,</i>		
Allie A. Loveless,	}	267 Fulton street.
<i>Extra Teacher,</i>		
Laura D. Ayres,	- -	137 Carpenter street.
Belle M. Spence,	- -	328 West Lake street.
Ellen M. Adams,	- -	538 Carroll street.
Eliza A. Prentice,	- -	399 West Randolph street.

Amelia R. Bliss, - -	55 North May street.
Lucy A. Kendall, - -	141 Warren avenue.
Sophia L. Dean, - -	247 West Lake street.
Julia A. Nelson, - -	186 West Monroe street.
E. Addie Bankson, -	97 North Carpenter street.
Juliaett Wicker, - -	171 South Morgan street.
Maria K. Jennings, -	177 West Washington street.
Laura J. Boring, - -	290 West Madison street.
Anna M. Rickerson, -	105 South Peoria street.
Henrietta Nelson, - -	186 West Monroe street.
Emma Lloyd, - - -	326 Fulton street.
Mary L. Bockius, - -	160 North Morgan street.
Adelaide Favor, - -	821 West Washington street.
Alice S. Bates, - - -	296 West Indiana street.
Lizzie Flaven, - - -	{ Elizabeth, between Indiana and Hunt streets.
Caroline McFee, Teacher of German,	{ 110 West Adams street.

MOSELEY SCHOOL.

Jeremiah Slocum, Principal,	{ 88 Twenty-sixth street.
Henrietta G. Hubbard, Head Assistant,	{ 837 Michigan avenue.
Hattie A. Briggs, - -	87 Twenty-third street.
Augusta B. Clarke, -	138 North Morgan street.
Ellen A. Woodworth, -	{ S. W. cor. Prairie avenue and Thirty-first street.
Julia E. Briggs, - -	87 Twenty-third street.
Addie M. Moore, - -	1255 Indiana avenue.
M. Ellen Thayer, - -	1273 Prairie avenue.
Julia C. Goold, - - -	13 Cottage Grove avenue.
Martha P. Fenimore, -	467 Twenty-fifth street.
Mary E. Clark, - - -	{ S. W. cor. Prairie avenue and Thirty-first street.

Mary Hart, - - - 1161 Prairie avenue.
 Emily L. White, - - - 149 South Clinton street.
 Louise Burcky - - - Junction Grove.
 Marion L. W. McClintock, }
 Teacher of German. }

BROWN SCHOOL.

Samuel H. White, }
 Principal, } 595 West Washington street.
 Mary J. Creswell, }
 Head Assistant, } 12 North Rucker street.
 Mary J. Coin, - - - 79 West Adams street.
 Carrie B. Skeer, - - - 89 South Hoyne street.
 Mary French, - - - 382 West Madison street.
 Helen C. Litchfield, - - 251 Park avenue.
 Lydia C. Avery, - - - 703 Fulton street.
 Mary D. Green, - - - 756 West Washington street.
 Leonice B. Woodford, - - 754 West Washington street.
 Lizzie Skelton, - - - 36 Smith street.
 Nancy A. Helm, - - - 915 Fulton street.
 Laura E. Caster, - - - 71 West Adams street.
 Myra S. Felker, - - - 712 West Washington street.
 Georgianna Moody, - - 813 West Monroe street.

FOSTER SCHOOL.

George W. Spofford, }
 Principal, } 290 South Halsted street.
 Lizzie A. Foltz, }
 Head Assistant, } 529 Wabash avenue.
 Martha A. Merriman, }
 Extra Teacher, } 142 South Green street.
 Belinda N. Jones - - - 292 West Jackson street.
 Katie E. Snoad, - - - 1185 Michigan avenue.
 Anna M. Snoad, - - - 1185 Michigan avenue.
 Ellen C. Mendsen, - - - 390 West Adams street.

Annie E. McLaren,	-	295 Ewing street.
Luella V. Little,	- -	392 South Halsted street.
Frances G. Matthews,	-	258 Ewing street.
Anna M. Amesbury,	- -	268 West Harrison street.
Annah B. Jennings,	-	311 South Halsted street.
Ellen V. Lamb,	- -	Junction Grove.
Mary E. Jennings,	-	311 South Halsted street.
Emily C. Currier,	- -	106 West Monroe street.
Josephine E. Miller,	-	767 West Jackson street.
Jane Ferrier,	- - -	374 West Madison street.
Arvilla C. DeLuce,	-	195 West Harrison street.
Maggie J. Ghent,	- -	156 South Halsted street.
Jennie E. Shelby,	- -	467 West Madison street.
Mary E. Furnald,	- -	203 South DesPlaines street.
Mary B. O'Neill,	- -	177 Bunker street.
Frances J. Owens,	- -	189 Maxwell street.
Rose A. McCarthy,	-	11 Pierce street.
Harriet A. A. McDonnell,		29 South Market street.
Adelaide M. Butterfield,		189 Maxwell street.
Catharine Fomhof	- -	371 South Halsted street.
Tammie Flowers,	- -	290 South Halsted street.
Jennie A. Fennimore,	-	529 South Canal street.
Fanny C. Bass,	- -	214 South Green street.
Mary C. Fitch,	- - -	183 Wabash avenue.

OGDEN SCHOOL.

F. S. Heywood, <i>Principal</i> ,	345 North Clark street.
Rebecca E. Jones,	} 92 Oak street.
<i>Head Assistant</i> ,	
Emily A. Chapman,	- Cor. Halsted and Ewing sts.
Sarah J. Binney,	- - 499 North LaSalle street.
Jane Dougall,	- - 63 Cedar street.
Belle McLaren,	- - 49 North Sangamon street.
Alice J. Taylor,	- - 49 North Sangamon street.

Frances M. Smith,	-	-	497 Wabash avenue.
Sarah E. Austin,	-	-	64 Chicago avenue.
Clara A. Haley,	-	-	225 Ohio street.
Anna E. Young,	-	-	158 North Market street.
Caroline Westcott,	-	-	85 Oak street.

NEWBERRY SCHOOL.

Albert R. Sabin,	<i>Principal,</i>	411 Center street.
Emma Hooke,		} 418 Center street.
Head Assistant,		
Clara M. Todd,	-	423 Sedgwick street.
Maria H. Haven,	-	489 Asylum Place.
F. Emma Coss,	-	85 Sedgwick street.
Mary V. Smith,	-	82 South Green street.
Elsie H. Gould,	-	135 Mohawk street.
Emilie Cooke,	-	135 Mohawk street.
Agnes Magee,	-	95 Chicago avenue.
Laura A. King,	-	780 Larrabee street.
Hannah P. Gay,	-	135 Mohawk street.
Patty A. Hack,	-	153 Lincoln avenue.
Mary L. Dodge,	-	106 Adams street.
Mary McNeil,	-	99 Erie street.
Caroline E. Young,	-	733 Sedgwick street.
Mary T. Hammond,	-	211 Sedgwick street.
Ida G. Lum,	-	78 Jackson street.
Lizzie J. Nichols,	-	137 Mohawk street.
Julia A. Leavitt,	-	12 Hammond street.
Emma K. H. Wright,	-	243 South Sangamon street.
Clara A. Goffe,	-	335 North Franklin street.
Sarah A. Mather,	-	225 South Peoria street.
Lizzie A. Kendall.	-	{ S. E. cor. Blackhawk and Noble streets.
Ann E. Chapman,	-	489 Asylum Place.
Mary H. Smith,	-	433 Sedgwick street.

Emelyn A. Palmer - - 89 North Clark street.
 Mary A. C. Smith, - 270 Sedgwick street.
 Louisa Rapp, } 166 Van Buren street..
 Teacher of German,

WELLS SCHOOL.

Jeremiah Mahoney, *Principal*, 646 West Lake street.
 Clara H. Perkins, } 224 West Monroe street..
 Head Assistant,
 Mary A. Evans, - - 217 Park avenue.
 Olive Backus, - - 654 Fulton street.
 Mary A. Talcott, - - 181 Cornell street.
 Frederica E. Thomas, - { Corner Jackson street and
 Hermitage avenue.
 M. Jennie Kendall, - - 141 Warren avenue.
 Helen Waite, - - 301 Paulina street.
 Mary J. Abbe, - - 538 Carroll street.
 Sophia R. Wilson, - - 687 Fulton street.
 C. Addie Brown, - - 74 South Morgan street.
 Anna Livingston, - - Cor. Wood and Jackson sts..
 Georgia W. Griffing, - - 225 Carroll street.
 Anna E. Rockwell, - 76 North Leavitt street.
 Helen M. Waite, - - 513 West Washington street.
 Jennie Wainwright, - 36 Smith street.
 Eliza von Horn, - } 388 Milwaukee avenue..
 Teacher of German,

SKINNER SCHOOL.

A. N. Merriman, *Principal*, 101 South Hoyne street.
 Helen A. Butler, } 369 West Harrison street..
 Head Assistant,
 Mary A. Merriman, } 101 South Hoyne street..
 Extra Teacher,
 Mary A. Cavender, - 287 West Randolph street..
 Carrie A. deClercq, - 351 West Adams street.

Mary E. Wright, - -	144 West Twelfth street.
Camilla Leach, - - -	434 Mitchell street.
Mary E. Brown, - -	79 West Adams street.
Frances L. Yates, - -	418 West Adams street.
Adelaide Herrick, - -	146 South Jefferson street.
Lizzie M. Kennedy, - -	101 South Peoria street.
Lizzie D. White, - -	27 Park avenue.
Lucia E. F. Kimball, -	61 Warren avenue.
Emily L. Trimmingham, -	250 West Madison street.
Clara L. Lane, - - -	138 West Monroe street.
M. Louise Nellegar, -	418 West Adams street.
Lizzie W. Pickering, -	176 South Sangamon street.
Charlotte A. Lamb, -	133 South Green street.
Margaret A. Van Vranken,	418 West Adams street.
Sarah O. Flag, - - -	319 West Randolph street.
Annie K. Moulton, - -	Tyler street, cor. of Throop.
Maria F. Dye, - - -	410 West Monroe street.
Almira A. Miller, - -	151 Throop street.
Phebe J. Bailey, - -	385 West Adams street.

HAVEN SCHOOL.

George D. Broomell,	}	1116 Wabash avenue.
<i>Principal,</i>		
Harriet A. Stowell,	}	577 Michigan avenue.
<i>Head Assistant,</i>		
Mary Noble, - - -		Hyde Park.
Maria A. Parry, - -		577 Michigan avenue.
Annie Kavanagh, - -		142 Twenty-third street.
Sarah R. Grant, - -		328 Wabash avenue.
Sophonra A. Barker, -		1273 Prairie avenue.
Ella A. Kimball, - -		809 Wabash avenue.
Lavinia C. Perkins, -		707 Wabash avenue.
Harriet M. Paine, - -		352 Michigan avenue.
Elizabeth A. Hillock, -		391 Ontario street.

COTTAGE GROVE SCHOOL.

BRIDGEPORT SCHOOL.

HOLSTEIN SCHOOL.

Miriam S. Sherman, } 329 West Madison street.
Principal,
Abbie E. Tobey, - - { Cor. Rosebud avenue and
Pierce street.

WALSH STREET SCHOOL.

Frank B. Williams, <i>Principal,</i>	}	42 South Peoria street.
Lottie A. Hunt, - -		505 South Halsted street.
Alice A. Bigelow, - -		380 West Madison street.
Lizzie A. Locke, - -		259 Newberry street.
Ella J. Vance, - - -		239½ Newberry street.
Lydia E. Spooner, -		508 South Halsted street.
Frederica W. Ginther, -		429 Center avenue.
I. S. Daniels, - - -		72 South Halsted street.
Fanny B. Brandon, - -		Cottage Grove.

PEARSON STREET PRIMARY SCHOOL.

Flora R. Parish, <i>Principal,</i>	526 North Dearborn street.
Lizzie Crawford, - -	89 Chicago avenue.
Helen M. Stowell, - -	118 Superior street.
Ida M. Parker, - -	244 North LaSalle street.
Ellen L. Dickson, - -	47 Michigan street.
Martha M. Williams, -	155 Indiana street.
Kate Clingman, - -	322 North Wells street.
Maggie E. Burns, - -	233 Oak street.
Virginia T. Dunning, -	212 Erie street.

ELIZABETH STREET PRIMARY SCHOOL.

Sarah E. Osgood, <i>Principal,</i>	12 Center avenue.
Hattie N. Winchell, -	526 Fulton street.
Laura H. Stowe, - -	427 West Jackson street.
Lottie E. Byington, -	465 West Jackson street.
Hattie A. Studley, - -	58 North Ann street.
Mary Hennessy, - -	140 Warren avenue.
Lottie A. Foley, - -	595 Carroll street.
Isabella Patterson, -	71 North Curtis street.
Clara Wingrave, - -	850 West Madison street.

ROLING MILL PRIMARY SCHOOL.

Sarah O. Babcock, *Principal*, 282 Huron street.

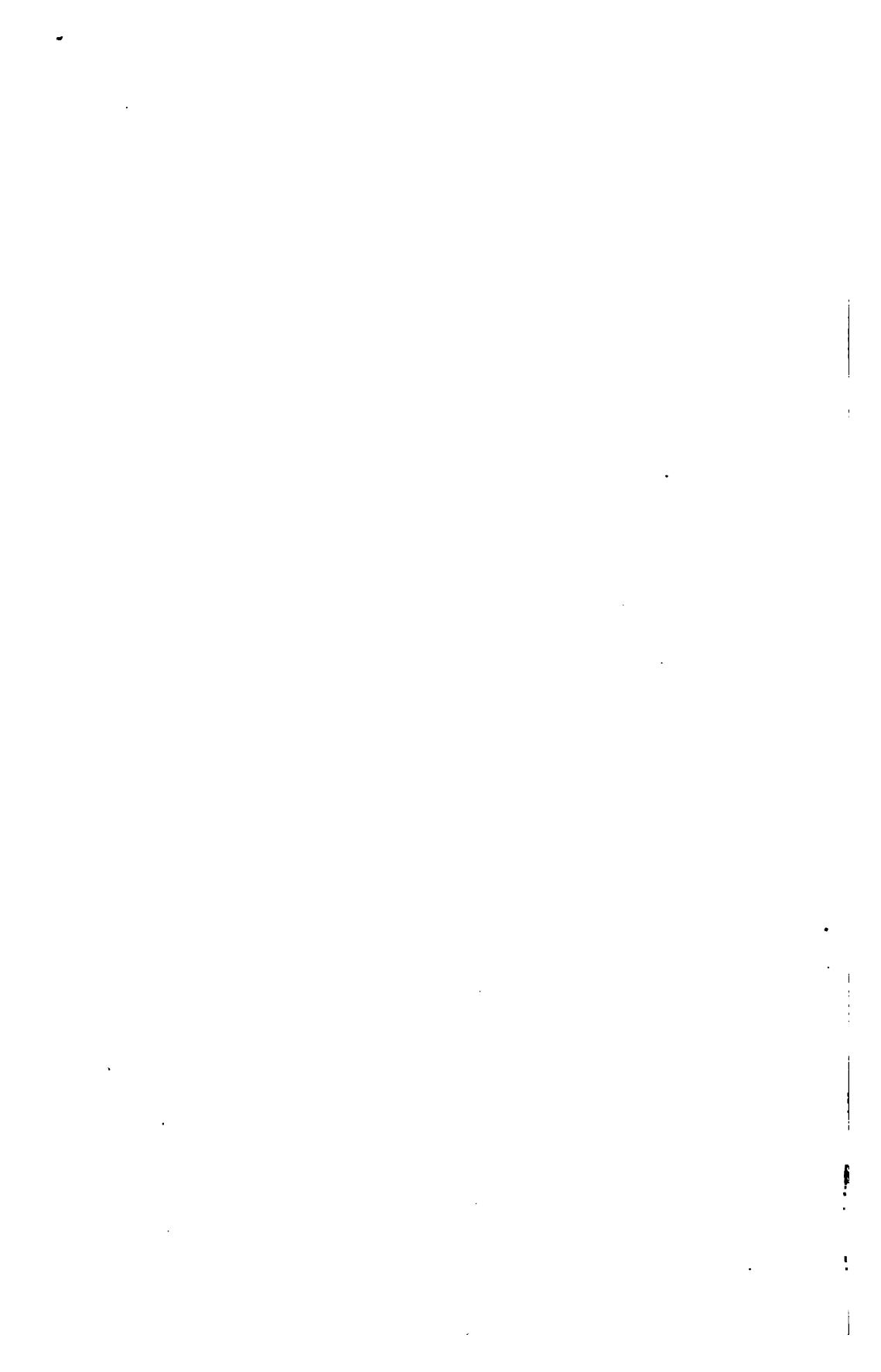
Amelia A. Morhiser, - } Quincy, between Jefferson and
 } Clinton streets.

Emma Thompson, - - 703 West Madison street.

TEACHER OF VOCAL MUSIC.

Orlando Blackman, - 70 Third avenue.

Edward E. Whittemore, - { N. E. corner Monroe and
 } Throop street.



RULES AND REGULATIONS
OF THE
BOARD OF EDUCATION
OF THE
CITY OF CHICAGO.

ADOPTED AUGUST, 1867.

BOARD OF EDUCATION.

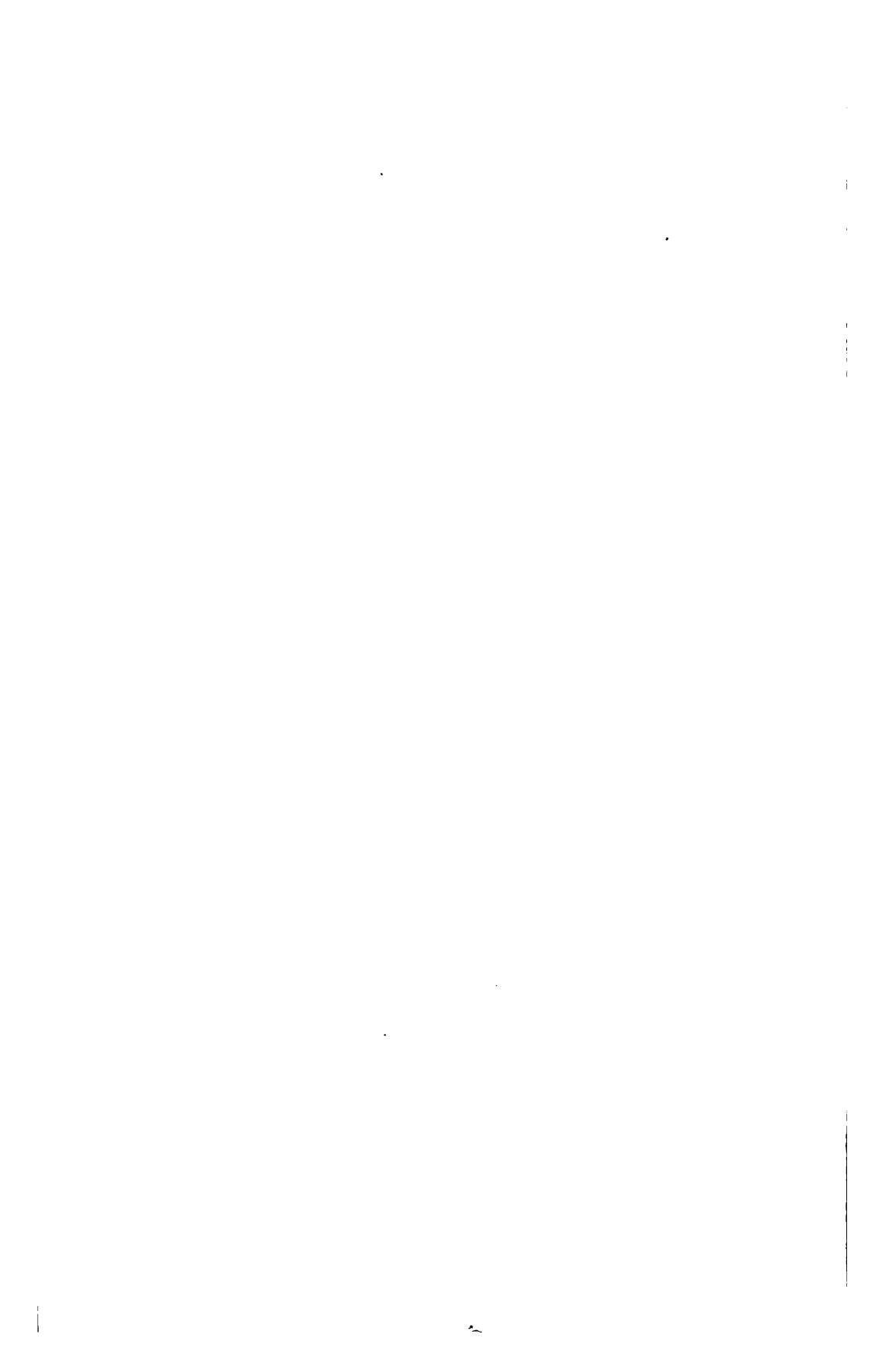
THE following Provisions are contained in the City Charter :

The terms of office of the present members of the Board of Education shall expire on the second Monday of May next, and the Board of Education of the said city shall consist of sixteen School Inspectors, one to be selected from each Ward in said city, to be elected by the Common Council, on the second Monday of May next, 1865, or at its next regular meeting thereafter. The said Board shall be divided by lot, in the presence of the Common Council, into four classes; those of the first class shall vacate their seats at the expiration of the first year; those of the second class, at the expiration of the second year; those of the third class, at the expiration of the third year; and those of the fourth class, at the expiration of the fourth year; and the Common Council shall annually, in the month of May, after the first Monday thereof, elect four Inspectors to succeed those whose term of office expires.

There shall be established in said city at least one common school in each school district, now or hereafter to be created, and free instruction within their respective districts shall be given in said schools to all children residing within the limits of the city, who are over the age of six years, and who may be sent to or attend such school, subject to such rules as may be established by the Common Council, or the Board of Education, pursuant to the provisions of this act, and the act to which this is an amendment.

The Board of Education shall have power to admit to the public schools of said city, children residing within those towns of Cook County, which immediately adjoin the said city, upon such terms and conditions as said Board may prescribe.

It shall be the duty of the Board of Education to establish all such by-laws, rules and regulations, for their own government, and for the establishment and maintenance of a proper and uniform system of discipline in the several schools, as may, in their opinion, be necessary.



RULES AND REGULATIONS OF THE BOARD.

I. BOARD OF EDUCATION.

I. ORGANIZATION.

SECTION 1. The members of the Board of Education shall meet and organize each year, on the first Tuesday succeeding the election of the Board by the Common Council.

SEC. 2. At the first meeting of the organization of the Board in each year, the President shall appoint, subject to the approval of the Board, the following Standing Committees, viz.:

Committee on School Buildings and Grounds, consisting of three members.

Finance and Auditing Committee, consisting of three members.

Committee on Text Books and Course of Instruction, consisting of three members.

Committee on Rules and Regulations, consisting of three members.

Committee on Apparatus and Furniture, consisting of three members.

Committee on Examination of Teachers, consisting of three members and the Superintendent.

Committee on the Appointment of Teachers, consisting

of the President of the Board, the Chairman of the Committee on the Examination of Teachers, and one other member; also, the Special Committee on the School to which an appointment is to be made, and the Committee on the School from which any transfer is proposed to be made.

Committee on Janitors and Supplies, consisting of the Chairman of the Committee on Buildings and Grounds, the Chairman of the Finance and Auditing Committee, and one other member.

Committee on Medals and Rewards, consisting of three members.

Committee on Evening Schools, consisting of one member for each school opened.

Committee on German, consisting of three members.

Committee on Salaries, consisting of three members.

Committee on Publication, consisting of three members.

Committee on Music, consisting of three members.

Committee on High School, consisting of three members.

Committee of one for each of the District Schools.

SEC. 3. The Board shall hold its regular meetings on Tuesday following the last Friday of each month, at half-past seven o'clock, P. M., unless otherwise ordered by the Board. Special meetings may be called at any time, by the President, or at the written request of any five members, left with the Secretary.

SEC. 4. A majority of the Board shall be requisite to constitute a quorum for the transaction of business.

SEC. 5. All questions relating to the conduct of teachers, their qualifications, etc., shall be considered with closed doors.

II. POWERS AND DUTIES OF THE PRESIDENT AND VICE PRESIDENT.

SEC. 6. The President shall take the chair at the time appointed for the meeting of the Board, and shall call the members to order ; and, on the appearance of a quorum, he shall cause the minutes of the last meeting of the Board to be read, and shall proceed to business in the following order :

Reports of Committees, to be called in order, except Committees on the District Schools.

Petitions and Communications.

Reports and suggestions from the Superintendent.

Miscellaneous and unfinished business.

Reports from the Committees on the District Schools.

SEC. 7. The President shall preserve order and decorum in the meetings, and shall decide all questions of order, subject to appeal to the Board.

SEC. 8. The President shall rise to address the Board, but may put a question or read, sitting. He shall declare all votes ; but in case of doubt shall, on request of any member, require members to rise, and stand until they are counted, and he shall then declare the result. All votes upon questions requiring appropriations of money, or the adoption of new text books, *must be taken by ayes and noes*, as provided by the charter ; and on any other question, the ayes and noes shall be called when any member shall request it.

SEC. 9. When the President wishes to address the Board at length, on any subject or question pending before it, he shall request some member to take the chair temporarily, but he may state facts, and give his opinion on questions of order, without leaving the chair.

SEC. 10. A motion to adjourn shall always be in order,

except when a member has the floor, or when a question has been put and not decided.

SEC. 11. The Vice President shall possess the powers and perform the duties of the President in his absence.

III. RIGHTS AND DUTIES OF MEMBERS.

SEC. 12. When any member is about to speak in debate, or to present any matter to the Board, he shall rise in his place, and respectfully address the President, and shall confine himself to the question under debate, and avoid personalities.

SEC. 13. No member, while speaking, shall be interrupted by another, except to call to order, or to correct a mistake.

SEC. 14. No member shall speak more than five minutes at any one time, on any motion or order under discussion, nor more than twice on the same question, without leave of the Board, nor more than once until all other members choosing to speak, shall have spoken.

SEC. 15. All resolutions offered by members of the Board shall be submitted in writing.

SEC. 16. Every member who shall be present when a question is put, shall give his vote, unless the Board for special reasons excuse him.

Any questions of order arising, not provided for in these rules, shall be decided according to well-established parliamentary rules for the government of deliberative bodies.

IV. DUTIES OF STANDING COMMITTEES.

SEC. 17. It shall be the duty of the Committee on School Buildings and Grounds, to exercise a general supervision over the buildings and their appendages, furniture and grounds belonging to the schools, and the repairs that may be needed; to attend to the warming and ven-

tilation of the several school houses; and to recommend any improvements in the school buildings and grounds that may be thought necessary.

SEC. 18. It shall be the duty of the Finance and Auditing Committee to receive and examine thoroughly the Monthly Report of the School Agent, and present the same to the Board; also to report annually, at the regular meeting for the month of April, the condition of the School Fund, together with such recommendations as they shall think proper in connection therewith; they shall also examine all bills charged to the School Tax Fund, and express their approval or dissent, as the case may require. All bills approved by the Auditing Committee shall be regarded as approved by the Board. All orders drawn on the School Fund, and on the Moseley Book, Jones, Foster Medal, and Newberry Funds, when approved by the President and Secretary, shall be regarded as approved by the Board.

SEC. 19. It shall be the duty of the Committee on Text Books and Course of Instruction annually, at the regular meeting nextsucceeding the school month of March, to make a report embracing such facts and suggestions in regard to Text Books and the Course of Instruction, as they may deem proper to present. At this meeting any member may propose any changes in Text Books that may seem to him proper and desirable. All propositions for changes in Text Books shall lie over for one month, and until the next regular meeting of the Board, when they shall be finally acted upon. It shall not be in order for any member of the Board at any other time to propose any changes in Text Books in use in the schools, except by a vote of at least two-thirds of all the members of the Board. No Text Book shall be considered as adopted, unless there be a concurrent vote of a majority of all the

members of the Board in its favor. All changes in Text Books shall take effect only at the commencement of the fall term, unless it be otherwise ordered by a vote of two-thirds of all the members of the Board.

SEC. 20. It shall be the duty of the Committee on Rules and Regulations, from time to time, and especially at the season for publishing the Annual Report, to prepare such revisions and modifications of the Rules and Regulations as they deem expedient, and submit them to the Board.

SEC. 21. It shall be the duty of the Committee on Apparatus and Furniture, from time to time, to recommend the purchase of such apparatus as may be found necessary; and the purchase, change, or alteration of school furniture as they may deem expedient.

SEC. 22. It shall be the duty of the Committee on Examination of Teachers, upon the third Friday of each calendar month, to examine all candidates who may apply for situations in the Public Schools. Special examinations may be held whenever in the judgment of the Committee it is necessary. Candidates shall be examined in the absence of all spectators, except the members of the Board of Education.

SEC. 23. It shall be the duty of the Committee on the Appointment of Teachers, to make such appointments and transfers of female teachers in the District Schools as the wants of the several District Schools may require, but no transfer shall be made from any school without first notifying the Principal of said school. All appointments made by the Committee shall be temporary, and at each regular meeting of the Board it shall be the duty of said Committee to present a list of all appointments made by them since their last report, which list of appointments shall be recorded, and at the succeeding regular meeting the same shall be taken up as a part of the regular business of the

Board, and acted on by the confirmation or rejection of such appointments: *Provided*, that the Board may postpone the action on such appointments, from one meeting to another.

SEC. 24. It shall be the duty of the Committee on Janitors and Supplies, to make all necessary arrangements for the care of the school buildings and premises, and to exercise a general supervision of the various supplies of fuel, mats, clocks, crayons, etc. They shall have power and authority to regulate, alter and prescribe the duties and compensation of the several Janitors of the Public Schools, and the duties and compensation of the Messenger in the office of the Board, and of the carpenters and other workmen employed in and about the Public Schools.

SEC. 25. It shall be the duty of the Committee on Medals and Rewards, to see that a sufficient number of medals bearing a proper inscription, and diplomas with the requisite engravings, are procured and in possession of the Superintendent, at least two weeks before the close of the Summer Term of the schools. All medals shall be submitted to the Board for their inspection, and be approved by them before the auditing of the bills for the same.

SEC. 26. It shall be the duty of the Committee on Evening Schools to take the general charge and oversight of Evening Schools when appropriations are made by the Common Council for their support; to appoint the teachers of the same, and to fix their compensation; and to make a report to the Board of Education of the condition and wants of these schools.

SEC. 27. It shall be the duty of the Committee on German, to take the general oversight of the instruction given in the German language in the District Schools, to examine all teachers who may apply for positions as teachers of German at such times as they may see fit, to recommend

to the Committee on Appointment of Teachers such persons as they find best fitted to teach in the German language at any time when vacancies occur, and to report to the Board of Education each month the condition and wants of the German Department of the District Schools.

SEC. 28. It shall be the duty of the Committee on Salaries to recommend to the Board at any time such changes of salaries as they may deem advisable, and to consider and act upon any recommendations that may be made by the Committee on Appointment of Teachers, in cases of those teachers who come to our schools with much and successful experience in schools of like character elsewhere.

SEC. 29. It shall be the duty of the Committee on Publication to take the supervision of the publication of all reports, blanks, &c., issued by the Board of Education, to secure bids for such work and to examine and recommend to the Auditing and Finance Committee all bills for such work done under their directions.

SEC. 30. It shall be the duty of the Committee on Music to arrange the number of lessons in Music to be given to each school, and the length of the exercises. They may also at their discretion, designate any of the regular teachers to give instruction in music to such divisions as they may appoint. They shall have authority to employ the Music Masters during a portion of their time in the instruction of teachers; and for the accomplishment of this object they may dismiss such Primary Divisions as they may deem best, not exceeding one hour in four weeks. It shall be the duty of all teachers whose divisions are so dismissed, to attend these exercises.

SEC. 31. The Committee on the High School shall perform the same duties that are prescribed for the several committees of the District Schools.

SEC. 32. It shall be the duty of the several District Committees to visit the schools under their charge at least once in four weeks, and to make a short report, from time to time, of the condition of said schools, including a particular statement of the condition of the buildings and grounds, and to recommend any changes and transfers of teachers which they may deem best for the interest of the schools. And it shall further be the duty of the several District Committees to be present at the close of the Summer Term of said schools, and to award the medals, scholarships and diplomas to those pupils whose attendance, scholarship and general deportment entitle them to the same, which shall be determined by the class-books, and by special examination of the classes. See Sec. 124.

II. OFFICERS OF THE BOARD.

I. SUPERINTENDENT AND HIS DUTIES.

SEC. 33. The Superintendent of Public Schools shall act under the advice and direction of the Board of Education, and shall have the superintendence of all the Public Schools, school-houses, books and apparatus. He shall devote himself exclusively to the duties of his office. He shall keep regular office hours, other than school hours, at a place to be provided for that purpose, which shall be the general depository of the books and papers belonging to the Board of Education, and at which the Board shall hold its meetings. He shall acquaint himself with whatever principles and facts may concern the interests of popular education, and with all matters pertaining in any way to the organization, discipline and instruction of Public Schools, to the end that all children in this city who are instructed at the Public Schools, may obtain the best education which these schools are able to impart.

SEC. 34. He shall visit all the schools as often as his

duties will permit, and shall pay particular attention to the classification of the pupils in the several schools, and to the apportionment among the classes of the prescribed studies. In passing daily from school to school, he shall endeavor to transfer improvements and remedy defects.

SEC. 35. He shall attend all meetings of the Board of Education, and act as Secretary thereof. He shall keep the Board of Education constantly informed of the condition of the Public Schools, and the changes required in the same. He shall keep a record of all his proceedings, at all times open to the Board of Education. A general report of the condition of the Public Schools shall be prepared by him at the close of each school year, for publication. He shall, moreover, report to the Board of Education, from time to time, such by-laws and regulations for the government, discipline and management of the Public Schools as he may deem expedient, and the same may be adopted by the Board; and he shall also perform such other duties as the Board of Education shall, from time to time, direct.

SEC. 36. The Superintendent is authorized to grant permits to pupils resident in one district to attend school in another, when there are good reasons for the change satisfactory to the Committee on Rules and Regulations.

SEC. 37. The Superintendent shall carefully observe the teaching and discipline of all the teachers employed in the Public Schools, and shall report to the Board whenever he shall find any teacher deficient and incompetent in the discharge of his or her duties.

II. CLERK AND HIS DUTIES.

SEC. 38. It shall be the duty of the Clerk to keep the minutes of the meetings of the Board; and to be official, his signature must be attached to them on the books and

records of the Board. He shall also take general charge of the rooms of the Board, and the property contained therein.

SEC. 39. The orders of the Board of Education for labor and supplies shall be given by the Clerk, under the general direction of the President of the Board, and the several Standing Committees — each Committee attending to the supervision of its own department.

SEC. 40. It shall be the duty of the Clerk to preserve, at the office of the Board, a complete list of the books, clocks, thermometers, chairs, bells, settees, mats, keys, etc., belonging to the several Public Schools; and during the month of July in each year, he shall cause a careful comparison to be made of this list, with the articles belonging to the schools, and report the result to the Board.

III. BUILDING AND SUPPLY AGENT.

SEC. 41. The Building and Supply Agent shall have the special oversight and direction of the workmen employed by the Board, and of the Janitors of the several Public Schools, attend to the furnishing of supplies, superintend the repairs, and have the general care of all the property under the control of the Board, and shall perform such other duties as may be required of him by the Board. He shall be under the general direction of the Committee on Buildings and Grounds, the Committee on Apparatus and Furniture, the Committee on Janitors and Supplies, and the Superintendent.

SEC. 42. — The contracts with Janitors shall all be made by the Building and Supply Agent, under the direction of the Committee on Janitors and Supplies. During the spring vacation, and at such others times as may be necessary to insure cleanliness, the Principals of the several schools shall superintend the washing of

the floors, seats, desks, stairs, doors, wainscoting, etc., of their school houses, and the removing of dust from the ceiling and walls of the rooms. It shall be the duty of the Master of each school to see that said work is properly done.

All bills for expenditures for cleaning school buildings, and for work done by Janitors, shall set forth specifically the items of work or material for which such expenditure shall have been made, and each bill shall be made out in the name of the Janitor or other person employed to do the work.

III. TERMS, VACATIONS, ETC.

I. SCHOOL YEAR.

SEC. 43. The school year, for the purposes contemplated in these rules, shall commence on the first Monday in September, and end on the third day of July, or upon the Friday preceding the third day of July, whenever that day falls upon Monday or Tuesday of the week.

II. SCHOOL CALENDAR.

SEC. 44. *Terms and Vacations.* — The terms of the Public Schools shall commence on the second day of January, the Monday following the first Friday in May, and the first Monday in September; and shall close two weeks before the first Friday in May, and upon the third day of July, and the twenty-fourth day of December: *Provided*, that when the second day of January occurs later in the week than Wednesday, then the schools shall not commence till the following Monday. The schools shall be continued five days in each week.

SEC. 45. *Holidays.* — The Fourth of July, Annual Thanksgiving and the following Friday, and the Twenty-second of February shall be regarded as holidays.

No teacher shall take any holiday other than the above,

or leave school in school hours, except in accordance with sections 46 and 94, or on account of sickness, or other unavoidable necessity.

SEC. 46. *Closing Schools Temporarily.* — The President of the Board of Education shall have authority to dismiss the schools temporarily, not exceeding three days in a year, or to grant leave of absence from school to any teacher, when in his judgment such dismissal or leave of absence shall be necessary.

IV. HIGH SCHOOL.

I. MANAGEMENT.

SEC. 47. *Management of the High School.* — The general management and discipline of the High School are committed to the hands of the Principal; but each of the assistants shall be responsible, under the direction of the Principal, for the order and discipline of his own room.

SEC. 48. *Term of Attendance upon the High School.* — The term of attendance upon the High School necessary for graduation, shall be, in the Normal Department two years, and in the General and Classical Departments, four years: *Provided*, that any pupil who desires to enter college from the High School may omit such English studies as are pursued in college, and complete the studies of the second, third and fourth years in two years.

SEC. 49. *Monthly Report to Parents.* — The Principal of the High School shall send a monthly report to the parent or guardian of each pupil, showing the averages of the pupil in attendance, scholarship and deportment; to be signed by the parent or guardian, and returned to the Principal.

SEC. 50. *Transfer of Pupils from one Class to Another.* — Pupils of the High School may be removed from the class to which they belong in the regular course, with the

approval of the Superintendent, upon an examination of each case reported by the Principal.

SEC. 51. *Forfeiture of Seat in High School.* — Pupils of the High School who vacate their seats four successive weeks shall be re-admitted only on the recommendation of the Principal, and by special vote of the Board of Education; and no pupil shall be re-admitted without satisfactory evidence in writing, submitted to the Board, stating the cause of the discontinuance of such pupil's attendance: *Provided*, that the Chairman of the Committee on the High School may, in special cases, on the recommendation of the Principal, grant permission to applicants to return during the intervals between the meetings of the Board, and remain till the next meeting subsequent to such re-admission.

II. DAILY SESSIONS.

SEC. 52. *School Hours.* — The daily sessions of the High School shall commence at nine o'clock, and close at two o'clock.

III. ADMISSION TO HIGH SCHOOL.

SEC. 53. *Examination for Admission to High School.* — Pupils shall not be admitted to the General or Classical Department of the High School until they are thirteen years of age; and until they shall have sustained a satisfactory examination upon the studies pursued in the District Schools: *Provided*, that this rule shall not exclude those from entering at the commencement of the school year, who will have attained the age of thirteen years at the time of the special examination at the close of the Fall Term, as hereinafter provided for. They shall also be actual residents of the city, and shall have attended some District School of the city two terms, one of which shall be the term next preceding the time

of application for admission; but this rule shall not operate to exclude from examination any pupils that have not resided in the city two terms, if they enter the Public Schools as soon as they become residents of the city, and present themselves at the first examination that occurs after they become residents: *Provided*, they shall have attended the public schools of some city or town two-thirds of a year, one-half of which time shall be within the six months next preceding the time of application for admission.

No pupils from the District Schools shall be admitted to examination, unless they bring certificates from the Principals that they are eligible to an examination under the foregoing rule. Pupils who desire to be examined with the candidates for admission to the High School, but do not intend to enter the school, shall not be debarred from this privilege: *Provided*, they are in other respects eligible.

SEC. 54. *Regular Examination for Admission to the High School.* — The regular examination for admission to the High School shall take place once each year, near the close of the Summer Term.

SEC. 55. *Special Examination for Admission to the High School.* — Near the close of the Fall Term in each year there shall be a special examination of pupils who are eligible to seats in the High School, and who may be prepared to enter existing classes. But no pupils shall be admitted to the High School at this time unless they first sustain a thorough examination on all the preparatory studies, and also on all the studies that have been pursued in the High School by the class which they propose to enter; thus satisfying the Board that their rank of scholarship is as high as the average rank of the class which

they are to join. Nor shall any pupils be admitted at this examination, however high their rank of scholarship, unless there are vacant seats in the division they are to enter.

SEC. 56. *Questions for Examination.* — It shall be the duty of the Superintendent to prepare a suitable list of questions for each examination of candidates for admission to the High School, and some member of the Committee on the High School shall be present during the examination.

SEC. 57. *Normal Department.* — Candidates for admission to the Normal Department of the High School shall be sixteen years of age or older, and they shall pass an examination satisfactory to the Committee on the Examination of Teachers. They shall also sign a statement that it is their intention to pursue the business of teaching in the Public Schools of Chicago, and that their object in obtaining admission to this Department is for that purpose.

SEC. 58. The examination of candidates shall be held at the same time as the general examination for admission to the High School, and upon questions prepared by the Principal of the Normal Department.

SEC. 59. Pupils may be admitted to a full or partial course, as may be desired. They may enter at the opening of any term; and in special cases, after the commencement of a term, at the discretion of the Committee on the Examination of Teachers.

No candidate that is examined for admission to the Classical or General Department of the High School, and rejected, shall be admitted to the Normal Department during the term next succeeding such examination.

The Committee on the Appointment of Teachers shall have authority to select pupils at any time from the Nor-

mal Department to take the place of teachers temporarily absent from the schools.

The Committee on the Examination of Teachers shall have authority to remove from the Normal Department any pupils who do not give promise of success as teachers in the Public Schools.

V. DISTRICT SCHOOLS.

I. MANAGEMENT.

SEC. 60. The District Schools shall be divided into ten Grades, and into Grammar and Primary Departments.

SEC. 61. All the divisions of pupils in the four highest Grades of the District Schools shall be called Grammar Divisions, and all the divisions in the six lowest Grades shall be called Primary Divisions.

II. DAILY SESSIONS.

SEC. 62. The morning sessions of the District Schools shall commence at nine o'clock, and close at twelve, and the afternoon sessions shall commence at half-past one. From the first Monday in the school month of November to the first Monday in the school month of March, the afternoon sessions shall close at four o'clock, and during the remainder of the year at half-past four: *Provided*, that nothing in this section shall be so construed as to prevent teachers from the judicious exercise of the right to detain a pupil for a reasonable time after the regular hour for dismissing school, either for purposes of discipline, or to make up neglected lessons.

SEC. 63. *Uniform Standard of Time.*—It shall be the duty of each Principal to see that all the clocks belonging to his school are regulated by the city time every morning; and all the teachers shall conform to this standard in making their record of attendance both for themselves and their pupils.

SEC. 64. *Tardiness.* — The bell of each school shall be rung three minutes before the hour for commencing school; and every pupil who is not in the school room when the hour arrives shall be marked as tardy.

SEC. 65. *Recess.* — The teachers of the Grammar Divisions of the several schools shall allow a recess for all the pupils in the same, not exceeding fifteen minutes from the time they leave their seats until they are again seated; and the teachers of the Primary Divisions shall allow a recess not exceeding twenty minutes from the time the pupils leave their seats until they are again seated. Whenever pupils are detained in the school room at recess, they shall pass out after the recess is closed. All pupils shall be required to pass out of the school room at recess, unless it would occasion an exposure of health, but they shall never be required to *remain* out when the exposure would be injurious to health.

SEC. 66. *Dismissing Primary Divisions.* — From the first Monday in the school month of March to the first Monday in the school month of November, every pupil under nine years of age, belonging to the Eighth, Ninth and Tenth Grades shall be dismissed during the school hours of each day, not less than one hour, nor more than one hour and a half. Pupils of the Seventh Grade, may be retained through the sessions or dismissed any time not exceeding three-fourths of an hour.

From the first Monday in the school month of November, to the first Monday in the school month of March, every pupil under nine years of age, belonging to the Eighth, Ninth and Tenth Grades, shall be dismissed during the school hours of each day, not less than half an hour, nor more than one hour.

No pupil over nine years of age shall be dismissed during any portion of the school hours, except at the

discretion of the teacher; and no pupil, at any age, shall be dismissed during school hours against the wishes of his parents.

The teachers will arrange to dismiss different classes at different times in the day, so that there will always be one or more classes present.

SEC. 67. *Opening and Closing School.* — The Principals shall punctually observe the hours appointed for opening and dismissing the schools; and during the time from the opening of the school rooms to the departure of the children from the school premises, the teachers shall faithfully devote themselves to the duties of their office; but shall not in any manner encourage pupils to assemble at other than regular school hours for recitation or for special instruction in preparation for examinations.

III. REQUISITES FOR ADMISSION.

SEC. 68. *Age and Non-Residents.* — All children living within the limits of the city, who are not otherwise disqualified, and who are upwards of six years of age, shall be entitled to attend the Public Schools of the city; but no child whose residence is not in the city, or who has only a temporary residence in it for the purpose of attending the Public Schools, shall be received or retained in any school.

SEC. 69. *Pupils shall have Books.* — No pupil shall be allowed to retain connection with any Public School, unless furnished with books, slate and other utensils required to be used in the class to which he belongs: *Provided*, that no pupil shall be excluded for such cause unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall elapse after such notice, without the pupil obtaining such books.

SEC. 70. *Cleanliness.* — Any child that comes to school

without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, shall be sent home to be properly prepared for the school room.

SEC. 71. *Contagious Diseases.* — No pupil affected with any contagious disease shall be allowed to remain in any of the Public Schools.

SEC. 72. *Vaccination.* — No pupil shall be received in any Public School, without furnishing a physician's certificate that he or she has been vaccinated, or otherwise secured against the small pox.

SEC. 73. *Pupils Passing from one District to Another.* — Whenever a pupil passes from one District School to another, he shall be required to present to the Principal of the school which he enters, a certificate from the Principal of the school which he leaves, stating that he is in good standing at the time of leaving, and specifying the grade and class to which he belongs. He shall then be allowed to enter a class in the same grade as that which he has left.

VI. EMPLOYMENT AND SALARIES OF TEACHERS.

SEC. 74. At the last regular meeting before the close of the school year, the Board shall elect the teachers. The teachers then elected, and those afterwards appointed, when confirmed by the Board, shall hold their offices until the close of the school year, unless sooner removed, as provided by the charter. The election of the High School Teachers, and of the Principals and Head Assistants of the District Schools, shall be by ballot, and none shall be deemed elected unless he shall receive a majority of the votes of all the members of the Board.

The salaries of the teachers shall be fixed at the first meeting after the annual organization of the Board, which

shall take effect at the commencement of the following School year.

SEC. 75. No person, either male or female, shall be appointed as teacher in any of the public schools, under the age of eighteen years.

SEC. 76. *Salaries.*—The salaries of the teachers of the High School are established as follows:

Principal, - - - - -	\$2,400 per annum.
Principal of Normal Department, -	2,200 “ “
Male Assistants, - - - -	2,000 “ “
Training Teacher of Normal School,	1,100 “ “
Female Assistants, - - - -	1,000 “ “

The salaries of the Principals of the District Schools, and of the Music Teachers, except in the cases hereinafter named, are established as follows:

For the first year, - - - -	\$1,800 per annum.
“ “ second year, - - - -	1,900 “ “
“ “ third year and thereafter, -	2,000 “ “
Principals of the Bridgeport and Cottage Grove Schools, }	1,600 “ “
Female Principals of District and Primary Schools, }	1,000 “ “
Head Assistants, - - - -	1,000 “ “

The salaries of the Assistant Teachers in the Grammar and Primary Departments are established as follows:

For the first fourteen weeks, at the rate of }	\$450 per annum.
For the first year thereafter, - -	550 “ “
For the second year thereafter, -	650 “ “
For the third year thereafter and subsequently, }	700 “ “

The Board may vary the salaries from the above rates, whenever it becomes necessary, in order to secure the

services of experienced teachers, upon the joint recommendation of the Committee on Appointment of Teachers and of the Committee on Salaries: *Provided*, that the amount agreed upon shall not exceed the highest rate established above.

Teachers having charge of rooms containing more than one division of pupils shall have twenty-five dollars per annum extra.

Substitutes. — Whenever any teacher shall be temporarily absent from school, it shall be the duty of the said teacher to send notice forthwith to the office of the Board of Education, with a statement of the reason and probable time of such absence; and if any doubt exists in respect to the time of returning, then the teacher shall afterwards send seasonable notice to the Principal of the school, of the time when she is to return. All teachers when absent from school, except for sickness, shall forfeit their salary during the continuance of such absence, and the pay of the substitutes shall be at the rate of one dollar and a half per day. When a teacher returns to school after a temporary absence, and fails to send notice as required above, in time to save the substitute the trouble of going to the school, the substitute, and not the teacher returning, shall receive the pay for the half-day. No compensation shall be allowed to any teacher after an absence of two weeks, nor shall any teacher receive pay for absence occurring at the commencement of a term, unless sickness be the cause of such absence, and a proper notice of such cause shall have been sent to the office of the Board.

SEC. 77. *Payment of Salaries.* — The teachers' bills shall be paid on Saturday after the close of each school month, except for the month of June, (the bills for June and July being paid together,) provided the School Agent

has funds in his hands to meet them. The salary paid shall, in all cases, be for the time of actual service, each week being taken as a fractional part of the whole number of school weeks in the year, and each year commencing at the opening of the Fall Term.

SEC. 78. *Teachers' Certificates.* — Teachers who pass the examination required by the Board of Education shall receive at first, Partial Certificates testifying to their moral character and intellectual attainments. After trial, and upon the joint recommendation of the Committee on Appointment of Teachers, and the Committee upon the School in which such teachers are employed, the Board may grant a Full Certificate, testifying to the general success of the holder in all matters of instruction and discipline.

VII. DUTIES OF TEACHERS.

I. GENERAL DUTIES.

SEC. 79. *Teachers to acquaint themselves with the Regulations.* — All the teachers of the Public Schools are required to make themselves familiar with the provisions of these regulations, and to co-operate with the Board at all times in taking such measures as may be necessary to secure their observance. A faithful compliance with all the rules relating to teachers, shall be one of the conditions on which the teachers retain their connection with the Public Schools. It shall be the duty of every teacher to have a copy of the regulations at all times in possession at his or her school room.

SEC. 80. *Teachers to be at School Rooms Early.* — All the teachers of the Public Schools are required to be at their respective *school rooms*, both morning and afternoon, ten minutes before the time prescribed for commencing school, from March 1st to December 1st, and

fifteen minutes before the time from December 1st to March 1st. The school rooms shall be opened at this time for the reception of pupils.

Teachers who are not present at their respective *school rooms* ten minutes before the time prescribed for commencing school, from March 1st to December 1st, and fifteen minutes before the time from December 1st to March 1st, shall report themselves as tardy.

SEC. 81. *Opening Exercises*. — The morning exercises of each department of the several schools shall commence with reading the Scriptures, without note or comment, and this exercise may be followed by repeating the Lord's Prayer, and by appropriate singing.

SEC. 82. *Partizan Questions*. — All questions of a sectarian or partizan character shall be carefully kept out of the schools.

SEC. 83. *Discipline*. — The teachers shall practice such discipline in the schools as would be exercised by a kind, firm, judicious parent in his family, and they shall avoid corporal punishment when good order can be preserved by milder measures. It is strictly enjoined upon all teachers in the schools to avoid all appearance of indiscreet haste in the discipline of their pupils; and in the more difficult cases that may occur, to apply to the Superintendent for advice and direction.

In all cases of unusual or severe punishment of children, the teacher inflicting the same shall be immediately suspended by the Superintendent, with the consent of the Committee on the School or of the President; and the case shall be reported to the Board at its next regular meeting.

Each Principal and each Assistant Teacher shall make out and preserve a full and complete statement in writing, of each case in which corporal punishment shall have

been inflicted by him or her upon any pupil, specifying the name, age and grade of the scholar punished, the offense charged, and the kind and degree of punishment inflicted; which statement shall be kept open for inspection, in the respective rooms of the teachers during the month, and be returned by the Principal with his regular monthly report, at the close of each school month, to the Superintendent for examination by the Board.

SEC. 84. *Care of Pupils out of School Hours.* — It is particularly enjoined upon all the teachers, that they devote their time faithfully to a vigilant and watchful care over the conduct and habits of the pupils, during the time for relaxation and play, before and after school, and during the recesses, both in the school buildings and on the play grounds. When the pupils are filing in and out, at the opening and closing of the school and at recesses, the teachers are expected to give their personal attention to the preservation of order in the halls and on the stairs, and not rely on the aid of monitors, except in cases of special necessity.

The teachers shall take all practicable measures to prevent pupils from gathering on the school premises before the hour for opening the school rooms, and they shall require the pupils to leave the school premises immediately after the close of school.

In special cases, when it would be injurious for pupils to go home at noon, on account of inclement weather or their great distance from school, and in all cases when a written or personal request is received from the parent, the pupils shall be allowed to remain, and some suitable provision shall be made in some of the *school rooms* for their protection and care, under the eye of a teacher.

As far as practicable, the teachers shall confer with parents, and endeavor to secure their co-operation in

preventing pupils from coming to school before the proper hour, and from remaining at noon, except in cases of urgent necessity.

The teachers are expected, as far as practicable, to exercise a general inspection over their pupils while going to and from school.

SEC. 85. *Parents to be notified of Absences.* — Parents should, in all cases, be notified when the absences of their children have accumulated so that two additional half days' absences will require a suspension from school.

SEC. 86. *Written Excuses.* — Teachers are authorized to require excuses from the parents or guardians of pupils, either in person or by written note, in all cases of absence or tardiness, or of dismissal before the close of school.

The teachers are authorized to send immediately for such excuses, or to delay till the next session or the next day, at their discretion; but no pupil shall be sent immediately for an excuse when the weather or other circumstances are such that it would occasion an exposure of health, nor in any case of first offence; nor shall pupils be sent for absent or tardy pupils when they would, by being thus sent, be absent from any recitation or exercise of the class to which they belong.

SEC. 87. *Monthly Reports to Parents.* — In the District Schools the teachers shall send a monthly report to the parent or guardian of each pupil in the Grammar Divisions.

Whenever a pupil is excused from attending to any of the regular branches of the course, his Class Record and Monthly Report to Parents, shall in all cases be plainly marked *Partial Course*.

SEC. 88. *Contributions and Presents.* — No teacher shall allow a subscription or contribution of any kind in any Public School.

SEC. 89. *Prizes.* — The teachers shall not award any

medals or prizes to the pupils under their charge, unless specially authorized by the Board.

SEC. 90. *Advertisements and Agents.* — No teacher shall read or distribute any advertisement, nor allow any advertisement to be read or distributed, in any of the Public Schools. Nor shall any agent or other person be permitted to enter any school premises for the purpose of exhibiting, either to teachers or pupils, any new book, map, or article of apparatus, or announce, in any manner, any public entertainment. The teachers shall not permit any books, tracts or other publications to be distributed in their schools.

SEC. 91. *Ventilation and Temperature.* — It shall be the duty of the teachers to give vigilant attention to the ventilation and temperature of their school rooms. A regular system of ventilation shall be practiced in winter as well as in summer, by which the air in all the school rooms shall be effectually changed at each recess, and at such other times as may be necessary to prevent the breathing of impure air. In the buildings heated by hot air furnaces, or by stoves enclosed in cylindrical screens, the lower ventilators should generally be kept open and the upper ones closed; but in buildings heated by steam, it is generally better to open both the upper and lower ventilators. The windows must not be opened during the cold season, when the proper ventilation can be secured by the use of the ventiducts. Whenever windows are opened for the purpose of ventilation, it shall be by lowering them a few inches at the top, except during the warmest days of summer, and children shall in no case be allowed to sit in a draught of air. The Principal shall give special attention to the ventilation of all the rooms, and give such aid and direction to the assistants as may be necessary to secure a faithful observance of the foregoing rule.

During the season for fires, the teachers shall observe carefully the state of the thermometers, and endeavor to keep the temperature of their rooms from 65° to 68° Fahrenheit. If in any case the temperature is found to rise above 70°, it should be reduced immediately; and, in case it is found to be below 65°, measures should be taken immediately to raise it. The thermometer should be so located as to indicate, as nearly as possible, the average temperature of the rooms.

In all the buildings heated by steam, it shall be the duty of the engineers, under the supervision of the Building and Supply Agent, to take complete control of the heating apparatus. When steam is needed in any room, or when it is desired to turn it off, the teacher shall notify the engineer, whose duty it shall be to attend to the matter promptly. The teachers and pupils in these buildings will have nothing to do with the heating apparatus.

SEC. 92. *Institutes.*—It shall be the duty of all the teachers of the Public Schools to meet on the second Saturday of each School Month, at the High School building, for the purpose of holding an Institute for their own improvement in teaching, under the direction of the Board of Education. The exercises shall commence at 9½ A. M., and close at 12 M., with a recess of fifteen minutes. Before the close of each Institute, the Superintendent shall adopt such measures as he may deem best to secure a full and accurate report of the attendance of teachers. At the close of each term the Superintendent shall report to the Board all cases of absence or tardiness, or leaving before the close of the Institute, that have occurred during the term. The half day devoted to Institute shall be considered the same as any other half day of school time, and absence from Institute shall be considered the same as absence from school.

SEC. 93. *Teachers' Meetings.* — The teachers of the High School shall meet once a week, at such times as the Principal may appoint, for consultation in regard to the interests of the school.

On the third Friday afternoon of each school month, the District Schools shall be closed one hour before the usual time, and all the teachers of each school shall meet during this hour, under the direction of the Principal, and occupy the time in discussing methods of discipline, discussing and illustrating methods of instruction, and conferring together respecting the general interests of the school. The Principal shall cause a full and accurate journal to be kept of the doings of each meeting, including the subjects introduced, and the names of the teachers taking part in each exercise. He shall also send a copy of this journal to the office of the Board, on or before the Monday following each meeting. In keeping the time record of the teachers, this hour shall be regarded the same as the last school hour of any other day, and all cases of absence from the meetings, or leaving before the close of the hour, shall be reported accordingly.

SEC. 94. *Teachers Visiting Schools.* — Teachers may visit divisions of the same grade as their own divisions, in any of the Public Schools of the city for the purpose of observing different modes of instruction and discipline; but such visits shall not occupy more than one half a day in a term, and teachers shall not leave their schools for this purpose till they have obtained permission from the Superintendent, and in all such cases their divisions shall be dismissed for the time of their absence.

Principals and Head Assistants may visit any department or grade in the District Schools, their absence not to exceed one day each term, and their divisions shall

be retained under charge of one during the absence of the other.

Only one teacher shall leave the same school during the same half day in cases where divisions are dismissed.

II. DUTIES OF PRINCIPALS AND HEAD ASSISTANTS.

SEC. 95. *Responsibility of Teachers.* — The Principals shall be held responsible for the general management and discipline of the schools; and the other teachers shall follow their directions and co-operate with them, not only during the school hours, but during the time when the pupils are on the school premises before and after school, and during the recesses. Each Assistant shall be held responsible for the order and discipline of her own room, under the general direction of the Principal.

SEC. 96. *Head Assistants.* — The Head Assistant of a school shall have charge of such classes in the Principal's division as he may designate; she shall also have charge of the general records of the school, under the supervision of the Principal, and shall discharge such other duties as he may assign: *Provided*, that in the schools where extra teachers are employed, the clerical work of keeping the records shall be performed by the extra teacher.

The Principals of the several schools are expected to give such attention to the time records of all the teachers as may be necessary to secure accuracy and uniformity.

SEC. 97. *Reading Regulations to Pupils.* — It shall be the duty of the Principals of the schools to read to the pupils, from time to time, so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

SEC. 98. *Order in the Stairways, Halls and Yards.* — The Principals of the several schools shall establish special rules for securing good order in the stairways, halls and school yards.

SEC. 99. *Care of School Premises.*—The Principals of the several schools shall prescribe such rules for the use of the yards, basements and outbuildings connected with the school houses, as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose. The Principals shall be held responsible for any want of neatness or cleanliness about their school premises; and they shall have the special oversight and direction of the Janitors under the general supervision of the Committee on Janitors and Supplies, and the Building and Supply Agent.

SEC. 100. *Closing School Premises.*—It shall be the duty of the Principal of each school to cause the doors of the wood-shed, outhouses, gates, and the outside doors of his school house to be locked, and all windows of the same to be shut and fastened every day, after the close of school.

SEC. 101. *Admission of Pupils at Opening of Term.*—The Principal and Head Assistant of each school shall be in attendance at their respective school buildings on the last day preceding the opening of each term (Sundays and holidays excepted, when they shall meet on the day next preceding,) to receive applications for admission to the school. In term time, applications for admission shall be received only during the first school session of each week.

SEC. 102. *Care in Respect to Fires.*—During the cold season, it is expected that the Principals will superintend the making of fires so far as may be necessary to insure their being made at the proper time, and in a proper manner. They shall give special attention to the practice of economy in the use of fuel, and take measures to prevent the Janitors from wasting coal with the ashes which they remove from the stoves and furnaces. They

shall also use every precaution to save the buildings from exposure to fire.

In cold or stormy weather, the Principals shall also make such arrangements that one or more rooms or halls will be open to receive pupils half an hour before school. In cold weather, those rooms or halls shall be made comfortably warm, and one or more of the teachers, to be designated by the Principal, shall be present and exercise a general care over the pupils.

SEC. 103. Whenever articles previously belonging to any school have been broken or lost, or have in any way disappeared or become useless, it shall be the duty of the Principal to send to the office of the Board a written explanation of the circumstances connected with such disappearance or loss.

SEC. 104. *Different Editions of Text Books.*—It shall be the duty of each Principal to report to the Superintendent, as soon as he learns of the same, the presence in his school of two or more essentially different editions of any one of the text books in use, and unless, (after notice is given to that effect by the Superintendent to the publishers or agents of such books,) they shall supply an edition of such book, by way of exchange, without cost, to all such scholars as may be already provided with any of the previous editions, so as to make the editions uniform in the manner prescribed by the Superintendent, such neglect or refusal shall be deemed sufficient ground for excluding such text book from the schools.

III. PUPILS, DUTIES AND PRIVILEGES.

SEC. 105. *Absence.*—Every scholar in the High School, or in the District Schools, who shall be absent six half days in four consecutive weeks, without an excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that the absences

were caused by his own sickness or by sickness in the family, or to avoid a serious and imprudent exposure of health, shall forfeit his seat in the school; and the teacher shall forthwith notify the parent, and in special cases the Superintendent, that the pupil is suspended. No pupil thus suspended, unless for sickness, shall be restored to school till the parent or guardian has given satisfactory assurance that the pupil will be punctual in the future, and obtained permission from the Superintendent for him to return.

All restorations by the Superintendent must take effect upon the first day of the month succeeding such restoration, unless in special cases, which may be left to the discretion of the Superintendent.

In the application of the foregoing rule, two tardinesses or two dismissals, or leaving school without permission, shall be regarded the same as one absence. Absences which occur when the attendance of the pupil would occasion a serious and imprudent exposure of health, shall be regarded the same as absences occasioned by sickness.

Whenever the absences of a pupil are *occasioned by sickness*, and the teacher does not receive the proper notice of the cause till the pupil is suspended, the pupil should be restored by the parent's explaining the cause, either in person or by written note, *to the teacher*, and not to the Superintendent.

SEC. 106. *Penalty for Damages to School Property.*—Any pupil who shall cut or otherwise injure any part of any public school house, or injure any fences, trees or outbuildings belonging to any of the public school estates, or shall write any profane or obscene language, or make any obscene pictures or characters on any public school premises, shall be liable to suspension, expulsion or other

punishment, according to the nature of the offence. The Principal of a school may suspend a pupil temporarily for such offense, and he shall thereon immediately notify the parent or guardian, and the Superintendent.

It shall be the duty of all the teachers to see that no persons are allowed to step on any of the chairs, settees, or window casings of the schools, without first placing something on the seat or casing that will secure it against all danger of being defaced or injured.

Pupils shall not be allowed to remain in any of the rooms that are provided with cherry desks or other improved furniture, except in the presence of a teacher, or of some reliable monitor who is made specially responsible for the care of the seats and desks.

All damage done to school property by any of the pupils, shall be repaired at the expense of the party committing the trespass.

SEC. 107. *Leaving School.* — Whenever a parent wishes to have his child leave school before its close, for the purpose of taking lessons in music, or any other branch of instruction, he shall apply to the Superintendent, who may grant such permission, not exceeding one-fourth of a day at a time, nor one half-day in any one week: *Provided*, it will not interfere with the pupil's regular course of instruction in school.

Dismissals under this rule are to be recorded the same as other dismissals, but they shall not affect the merit average of attendance.

SEC. 108. *Dismissing at the Request of Parents.* — Pupils in the Primary divisions may be dismissed any time after the commencement of the forenoon and afternoon recesses, on the written or personal request of the parent or guardian: *Provided*, such dismissal does not interfere with any of the school exercises.

SEC. 109. *Absence from Examination.* — Any pupil who shall absent himself from any regular examination of the school which he attends, without rendering a satisfactory excuse to the Principal, shall be suspended from the school; and the Principal shall immediately report the case to the parent of the pupil, and also to the Superintendent, for his action thereon.

SEC. 110. *Bad Habits and Bad Language.* — The pupils are strictly enjoined to avoid idleness and profanity, falsehood and deceit, obscene and indecent language, and every wicked and disgraceful practice, and to conduct themselves in an orderly and decent manner, both in school and out.

SEC. 111. *Suspension of Pupils in Special Cases.* — For violent or pointed opposition to authority in any particular instance, a Principal may suspend a pupil from school for the time being: thereupon he shall immediately inform the parent or guardian, and the Superintendent. Pupils thus suspended may be restored by the Superintendent at his discretion. All restorations shall take effect only at the commencement of the school month next succeeding the suspension.

SEC. 112. *Suspension of Pupils by the Superintendent.* — Whenever the Principal of any school shall report to the Superintendent the name of a pupil whose conduct is considered such, in school or out, that he is an unfit member of the school, the Superintendent shall examine the case without delay, and if in his opinion the pupil has been duly admonished, and reformation appears to be hopeless, he shall suspend such pupil from school temporarily. Any pupil thus suspended may be restored to school by the Superintendent at his discretion; but no pupil shall be finally expelled from school without the approval of the Board.

SEC. 113. *Promotions and Forfeiture of Position.* — No

pupils shall be advanced from one grade to another, except by special permission of the Superintendent, till they are able to sustain a thorough and satisfactory examination by the Principal, on all the branches of the grade from which they are to be transferred, including the oral lessons, use of slate, exercises on tablets, &c. They must be able to read any of the pieces they have gone over, with proper expression; explain the meaning of any of the words; give the names and uses of the different marks used; and spell any of the words, both by letters and by sounds. In all the divisions in which pupils are able to write with any degree of freedom, the examination should be both oral and written. All promotions from one grade to another, and from one division to another, shall be made at the commencement of the school month.

Pupils may be sent into the class next below the class to which they belong, whenever their scholarship falls below the standard fixed for admission to the class, but such pupils may be permitted to regain their lost position within one month, if their scholarship warrants it.

IV. SCHOOL RECORDS.

SEC. 114. *School Records.* — The Principal and Assistants of each school shall keep such records as will show the attendance, scholarship and deportment of the pupils, embracing the date of each admission and discharge; the age, nativity and residence of each pupil; name of parent or guardian; whole number of different scholars enrolled; average number belonging; average daily attendance and number of tardinesses. The teachers shall also preserve a permanent record of the time when they enter and leave school, and the amount of time lost during school hours.

SEC. 115. *Blanks for Schools.* — All school registers, class-books, monthly reports of pupils, and blanks for

monthly returns, shall be after uniform patterns, to be determined by the Superintendent of Public Schools, to whom all teachers shall apply whenever such books or forms are needed.

SEC. 116. *Manner of Keeping Registers and Class Books.*—Teachers shall keep their registers and class books neatly and accurately, and in accordance with the prescribed forms. All work upon class books, except the making of the daily record, must be done out of school hours.

SEC. 117. *Examination of Class Books.*—The Principals of the Schools shall examine all the class books of the other teachers as often as once a month, and give such direction and assistance as may be necessary to secure accuracy and uniformity.

SEC. 118. *Absence of Teachers to be Reported.*—It shall be the duty of the Principal of each school to return to the office of the Board of Education, not later than 10 o'clock, A. M., of the last day of each school month, a list of the absences of each regular teacher connected with the school, and if the absences are not consecutive, to give the dates of the absences, also the names of the substitutes who have filled vacancies during the month, their time, and the names of the teachers whose places they have filled.

SEC. 119. *Monthly Returns.*—The Principals shall make monthly returns of their respective schools, in accordance with the blank forms prepared for that purpose, and deliver them at the office of the Board before five o'clock on the Monday following the last Friday of each month.

SEC. 120. *Record Books sent to the Office of Board.*—At the close of each school year in July, all the class books, general records, registers, diaries, Mosely account books, and records of visitors, shall be sent by the Prin-

cipals to the office of the Board of Education for inspection; and those which are needed again at the Schools shall be returned to the Principal at the opening of the fall term in September. All the class books and other record books, when filled up, are to be returned to the office of the Board of Education.

V. MISCELLANEOUS.

SEC. 121. *Buildings, how used.* — The school buildings under the control of the Board of Education, shall not be used for any other purpose than the accommodation of the Public Schools, except by special vote of the Board.

SEC. 122. *Authorized Books and Studies.* — The books used, and studies pursued, shall be such, and such only, as may be authorized by the Board; and no teacher shall require or advise any of the pupils to purchase, for use in the schools, any book, pamphlet or publication not contained in the list of books directed and authorized to be used in the schools.

SEC. 123. *Books from the Moseley, Jones and Newberry Funds.* — All the books furnished by these Funds for the use of indigent children shall be returned to the teachers at the close of each term. The Principals of the several schools shall render to the Board, at the end of each year, an account of all books furnished them from these Funds, for the use of indigent children. They shall record in a book provided for this purpose, the name of each pupil to whom a book is loaned, the title of the book, date of delivering, and the date of returning; and this record shall at all times be open to the inspection of the Board. The account rendered to the Board shall embrace the whole number of each kind of books received from the Fund during the year; the number of each kind loaned

to pupils; the number of each kind returned; and the number of each kind remaining in the hands of the teacher. All books furnished from these Funds shall be delivered to the Principals of the several schools, or to their written order.

SEC. 124. *Medals and Scholarships.* — No medal or scholarship shall be awarded to a pupil who has not been a regular attendant upon the Public Schools of the city for at least two full terms of the year immediately preceding, nor to any pupil who has received either before. In all the schools the award shall be made, as far as practicable, to pupils in the first class of the Principal's division.

In awarding medals and scholarships, the first or most meritorious scholar may choose between a medal and a scholarship, but no scholar shall receive both a medal and a scholarship. See SEC. 25.

SEC. 125. *Examinations.* — There shall be an annual public examination of all the schools, to be held at such time, and conducted in such manner as the Board may direct. At some time during the last part of the winter term, the Superintendent shall have a written examination of one or more grades in the Grammar Department, in such branches as he may designate. In estimating the results of this examination, he shall have authority to call on the pupils of the Normal Department for such assistance as he may need.

VIII. LIBRARIES.

I. HIGH SCHOOL LIBRARY.

SEC. 126. The following rules are adopted with reference to the High School Library :

RULES.

1. The Library shall be open at the close of the afternoon session, every Thursday in term time.

2. The Teachers of the High School may have access to the Library at any time, and may draw books in accordance with Rules 4 and 5.

3. Any pupil whose total average for any month shall equal or exceed 86, may draw books from the Library the ensuing month, and any whose average shall equal or exceed 94, may have access to the Library at such times as the Principal may designate.

4. No folio, quarto or cyclopedia shall be taken from the Library, but may there be consulted.

5. No one shall have more than one book from the Library at any time, and no book shall be retained more than two weeks.

6. Any person injuring or losing a book belonging to the Library shall make compensation for the same, and failing to do so shall be excluded from the use of the Library.

7. The Librarian shall keep an account of the names of all persons drawing books from the Library, the numbers and names of the books, and the date of drawing and of returning.

8. The Library shall be under the special care and supervision of the Principal, subject to the direction of the Board of Education.

II. REFERENCE LIBRARY FOR TEACHERS.

SEC. 127. The *Reference Library for Teachers* shall be kept at the office of the Board, and the books may be consulted by the teachers at any time when the office is open, but no books shall be taken from the office.

III. DISTRICT SCHOOL LIBRARIES.

SEC. 128. All books placed in any of the school libraries must first receive the approval of the Board. The libraries shall be opened at regular times to pupils entitled to draw books therefrom, and shall be under the control of the Principals of the schools to which such libraries belong, subject to the direction of the Board of Education.

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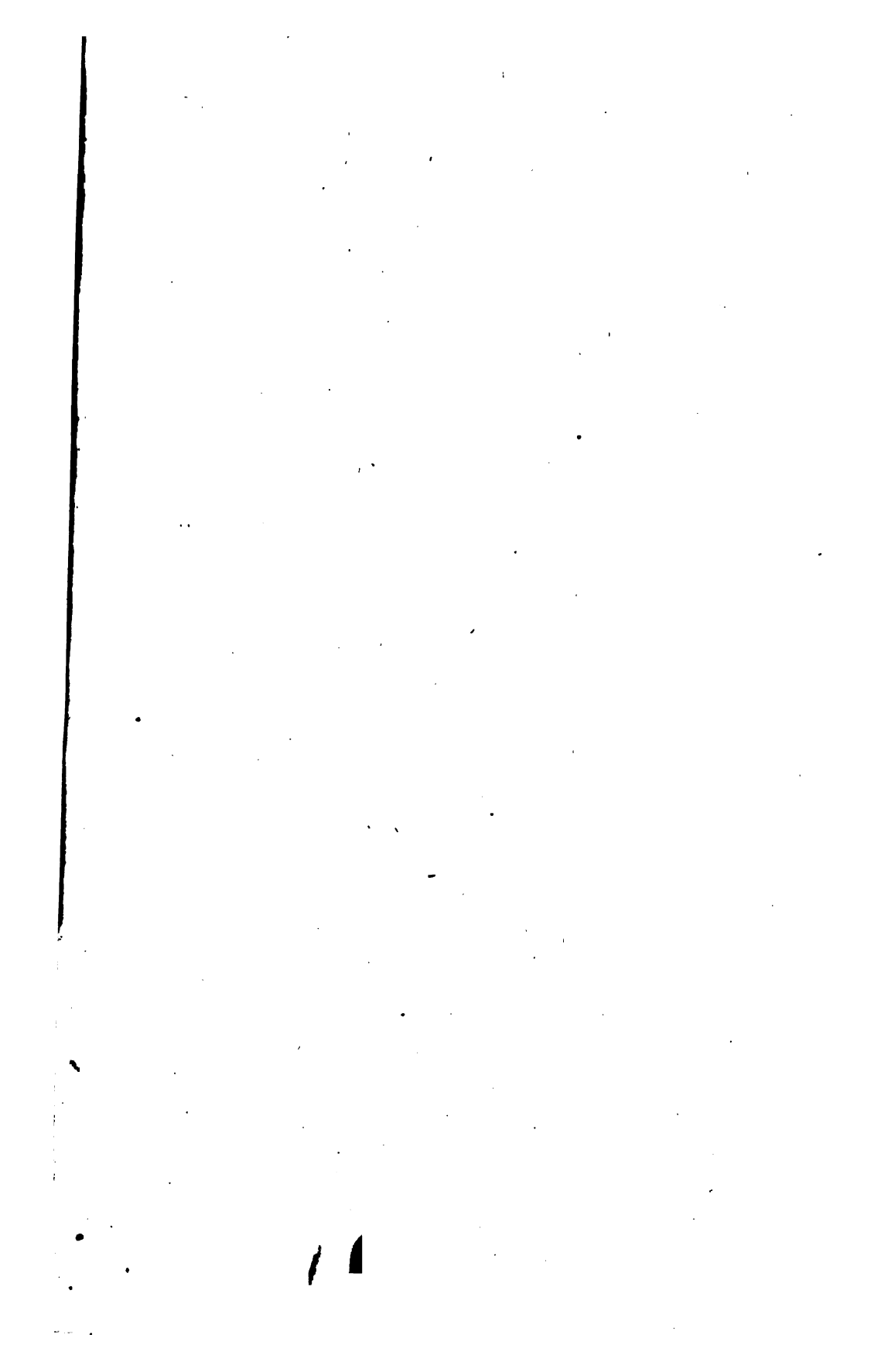
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